

EDUCATIONAL RESOURCES INFORMATION CENTER

May 1977

Volume 12 Number



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education

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

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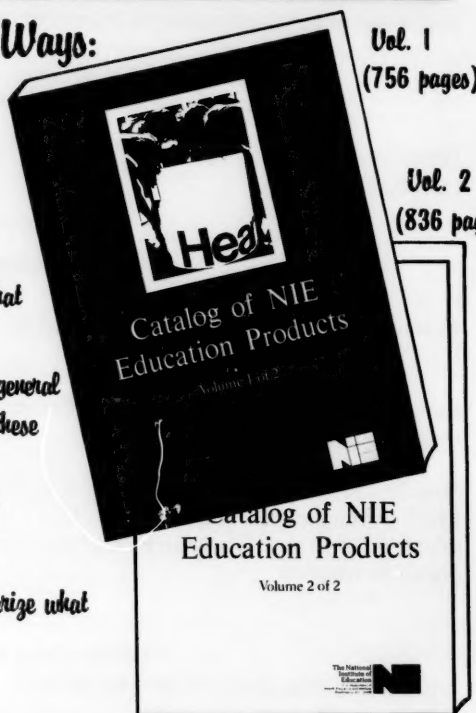
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Volume 12 Number 5 May 1977

Resources in Education

ED 132 239-133 417

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 654 321** **56** **CE 123 456**

Title. **Smith, John D. Johnson, Jane**
Career Education for Women
 Central Univ., Chicago, Ill.
 Spons. Agency—National Inst. of Education
 (DHEW), Washington, D. C.
 Report No.—CU-2081-S
 Pub Date May 73
 Contract—NIEC-73-0001

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the **Thesaurus of ERIC Descriptors**.

Informative Abstract.

Abstractor's initials.

SAMPLE ENTRY

ED 654 321 **56** **CE 123 456**

Smith, John D. Johnson, Jane
Career Education for Women
 Central Univ., Chicago, Ill.
 Spons. Agency—National Inst. of Education
 (DHEW), Washington, D. C.
 Report No.—CU-2081-S
 Pub Date May 73
 Contract—NIEC-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must:

(1) receive better career planning and counseling,
(2) change their career aspirations, and
(3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

<i>Code</i>	<i>Description</i>	<i>Code</i>	<i>Description</i>
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CG—Counseling and Personnel Services	38-46	RC—Rural Education and Small Schools	128-137
CS—Reading and Communication Skills	46-62	SE—Science, Mathematics, and Environmental Education	137-149
EA—Educational Management	62-75	SO—Social Studies/Social Science Education	149-159
EC—Handicapped and Gifted Children	75-87	SP—Teacher Education	159-164
FL—Languages and Linguistics	87-96	TM—Tests, Measurement, and Evaluation	164-170
HE—Higher Education	96-109	UD—Urban Education	170-177
IR—Information Resources	109-111		
JC—Junior Colleges	111-119		

CE

ED 132 239 CE 007 517

Boulanger, F. David Smith, John P.

Educational Principles and Techniques for Interpreters. USDA Forest Service General Technical Report PNW-9.

Forest Service (DOA), Portland, Oreg. Pacific Northwest Forest and Range Experiment Station.

Report No.—VT-103-438

Pub Date 73

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conservation Education, Discussion (Teaching Technique), Discussion Programs, *Environmental Education, Natural Resources, *Outdoor Education, *Public Speaking, Questioning Techniques, *Speech Skills, Teaching Guides, *Teaching Techniques, Training Techniques

This guide, designed for use by educators and interpreters, outlines principles and techniques for effective talks and discussions. Four main headings are included. The first, Introduction, describes the major premises of the guide, mainly (1) teaching is an art as well as a skill; (2) teaching involves a relationship between teacher and learner that goes far beyond the transfer of knowledge; (3) active involvement of the learner is central to good teaching; and (4) your audience may be free to leave physically or mentally. Setting the Direction, the second section, focuses on choosing objectives, audience characteristics, and deciding what to present and why. The third section, Reaching Your Audience, looks at the characteristics of talks and discussions and lists specific points on preparing both. Techniques useful for interpretation are summarized in section four. Topics dealt with include selecting and organizing the presentation, motivating and focusing the audience, getting feedback, questioning techniques, attention holding techniques, and others. A checklist and bibliography are also included. The guide is written in an informal style, with important words and phrases in bold face type, and includes many illustrations. (TM)

ED 132 240 CE 007 519

Foxley, Cecelia H.

Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.

Report No.—VT-103-595

Pub Date 76

Note—357p.

Available from—Garrett Park Press, Garrett Park, Maryland 20766 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Affirmative Action, *Civil Rights Legislation, Community Resources, Educational Background, Employment Experience, Employment Projections, *Equal Opportunities (Jobs), Family Influence, *Females, Guidelines, Labor Legislation, *Recruitment, Sex Discrimination, Wages, *Working Women

To aid employers in providing equal opportunities for women workers, this book describes working women today, their education and training, laws, regulations, and programs providing employment protection, and suggests ways of recruiting, employing, and working with women. An overview of women in the present workforce is presented—their participation rates, occupational status, marital and family status, and earnings—and evidence is offered to dispel many common myths. The educational background and employment preparation of women is discussed, new directions in women's education are indicated, and statistical data are provided to assist employers in setting future employment projections or goals. The major anti-discriminatory laws and regulations are described with the texts appended. Methods are outlined for compliance with anti-discrimination laws through the development of an effective affirmative action program. Sources useful to employers in locating and recruiting women candidates for employment are listed, and suggestions are offered for working effectively with women employees and for providing a climate conducive to their full professional and occupational development. (Author/NJ)

ED 132 241 CE 007 523

Williams, Paul Carpenter, Bruce

Constructing Wood Agricultural Buildings. An Instructional Unit for High School Teachers of Vocational Agriculture.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Report No.—VT-103-430

Pub Date 74

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agriculture, Agricultural Education, Agricultural Engineering, Behavioral Objectives, *Buildings, Building Trades, *Construction (Process), Curriculum, Curriculum Guides, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, *Unit Plan, *Vocational Agriculture, Vocational Education, *Woodworking

This 5-week unit on constructing wood agricultural buildings is designed for the junior or senior year of the regular agribusiness course of study or as part of the agricultural mechanics program. In outline form, the unit is divided into eight major

performance objectives. Each objective is subdivided into the areas of content, suggested teaching-learning activities, resources, and evaluation. The major objectives (consisting of separate sections) relate to the subjects of (1) importance of wood products to modern agriculture, (2) materials, (3) calculating a bill of materials, (4) laying out a frame building, (5) framing a building, (6) cutting a common rafter, (7) roofing a building, and (8) constructing exterior walls. (Author)

ED 132 242 CE 007 538

Apply Pesticides Correctly. A Programmed Instruction Learning Program for Private Applicators.

Environmental Protection Agency, Washington, D.C.

Report No.—VT-103-442

Pub Date 75

Note—169p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Agricultural Education, Equipment Utilization, Federal Legislation, *Pesticides, *Programmed Instruction, Programmed Texts, Vocational Agriculture

This programmed text on application of pesticides provides practical information needed to meet the minimum Federal regulation requirements for the use of certain pesticides. Each chapter consists of pretest, posttest, and learning program, which consists of a series of items (i.e. multiple choice questions and word matching) requiring learner responses and allowing immediate feedback to the responses. The seven chapters cover pest and pest control, pesticides, labels and labeling, application equipment, use and maintenance of pesticide application equipment, using pesticides safely, and the environment and the law. (NJ)

ED 132 243 CE 007 624

Aviation Support Equipment Technician M 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10315-B

Pub Date 76

Note—564p.; For a related document see ED 109 303

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-5760)

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Autoinstructional Aids, Aviation Mechanics, *Aviation Technology, Correspondence Courses, Instructional Materials, *Job Training, Manuals, Military Training, Subprofessionals, Technical Occupations, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study unit relates directly to the occupational qualifications of the Aviation Support Equipment Technician M rating. Contents include a 15-chapter text followed by a subject index, qualifications for advancement, and the associated nonresident career course (fourteen reading assignments and technical questions based on the 15 chapters). Chapter headings are (1) Aviation Support Equipment Technician M Rating, (2) Tools and Lifting Devices, (3) Aviation Support Equipment, (4) Physics, (5) Publications, Maintenance Information Automated Retrieval System (MIARS), and Drawings, (6) Reciprocating Combustion Engines, (7) Reciprocating Gasoline Engines, (8) Diesel Engines, (9) Chassis Systems, (10) Power Trains, (11) Hardware, Fuels, Lubricants, and Hydraulic Fluids, (12) Gas Turbine Compressors, (13) Air Conditioners, (14) Preservation, and (15) Environmental Pollution Control. The appendixes include information on the metric system and a glossary of terms. (HD)

ED 132 244 95 **CE 007 631**

Simpson, Edwin L. Lovell, Philip W.

Preparing and Selecting Printed Educational Materials for Adult New Readers. Information Series No. 9.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—105p.

Available from—Northern Illinois University, NIU Information Program, 204 Gabel Hall, De Kalb, Illinois 60115 (\$4.25)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Basic Education, Adult Educators, Adult Literacy, *Adult Reading Programs, Adult Students, Content Analysis, *Educational Needs, *Evaluation Methods, Guidelines, *Literacy Education, *Reading Material Selection, Research Reviews (Publications), State of the Art Reviews

This study, in the form of a research review, is designed to aid adult educators as they work in curriculum development and materials selection activities. Its purpose is to provide a guide for evaluation by providing recommended guidelines for the analysis of learning material, a suggested instrument for evaluation, and how to use the instrument. The major contents are grouped under six headings: (1) Background and Scope of the Study, (2) Significant Findings from Major Literacy Studies and Programs, (3) Readability, which emphasizes the physical characteristics of adult education materials, (4) Content Analysis, (5) Expressed Needs of Readers and Their Selections, and (6) Implications for Adult Educators. The appendixes cover half the document and include a complete description of the suggested evaluation instrument: Material Analysis Criteria (MAC) Checklist; an example of evaluation of materials using the MAC Checklist; and selected data from the Lyman study. (WL)

ED 132 245 08 **CE 007 702**

Smith, Robert M.

Learning How to Learn in Adult Education. Information Series No. 10.

Northern Illinois Univ., DeKalb. Dept. of Secondary and Adult Education; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—96p.

Available from—Northern Illinois University, NIU Information Program, 204 Gabel Hall, De Kalb, Illinois 60115 (\$4.25)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Community Development, *Educational Needs, Educational Research, Guidelines, *Learning Processes, Teaching Techniques, *Training Objectives, *Training Techniques

This document is a tentative effort to lay out some of the components and implications of the "learning how to learn" concept. It is intended to be used in theory building and practical applications in the realm of adult education. Four chapters are included: The Concept (with the subheadings Concerning Terminology, The Learner's Needs, Some Special Contexts); Group Learning (with the subheadings Advantages of Group Learning, How to Use a Teacher, The Laboratory Method, Bradford's Theory and Model, The Indiana Plan and Participation Training, Community Development); Self-Directed Learning and Learning Style (with subheadings of Some Competencies, Learning from Experience Learning Style, Cognitive Style); and Training and Research (with subheadings of Three Programming and Learning Modes, Sources of Training, Training Guidelines and Observations, Differentiating Training Needs, Some Research Implications). A 48-item annotated bibliography is appended. (WL)

ED 132 246 **CE 007 709**

Lee, Jasper S., Comp.

Teaching the Meaning and Importance of Agribusiness (A Teaching Plan Designed for Use with "A Reference Unit on the Meaning and Importance of Agribusiness").

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 74

Note—29p.; For a related document see CE 009 312

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agribusiness, Agricultural Education, *Concept Formation, Instructional Aids, Lesson Plans, Secondary Education, Teaching Guides, Teaching Techniques, *Unit Plan, Vocational Education

Intended for supplementary use with "A Reference Unit on the Meaning and Importance of Agribusiness," this suggested teaching plan is designed to assist in teaching certain fundamental concepts associated with the meaning and importance of agribusiness. It is composed of the following sections: Purpose, behavioral objectives, situation, detailed outline, suggested supplementary learning activities, evaluation techniques, suggested supplementary references and other aids, and transparency masters. The section on the detailed outline covers the majority of the document and presents detailed teaching procedures. A two-column format is used: the left-column lists the teaching tasks of the instruction, and the right-column gives the step-by-step detail for accomplishing each teaching task. (HD)

ED 132 247 **CE 007 715**

The American Wholesale Grocery and the Tennessee Supermarket. Integrated Clerical Project.

Memphis State Univ., Tenn.

Spons Agency—Tennessee State Board for Vocational Education, Nashville.

Report No.—VT-103-432

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Business Correspondence, *Business Skills, Clerical Occupations, *Individualized Instruction, Instructional Materials, *Office Occupations Education, *Simulation, Student Projects, Study Guides, Vocational Education

These instructional materials and procedures for a clerical education student project are designed as a 2-week or 25-hour rotation unit which requires two students working simultaneously in a simulated business correspondence situation. The two students "work" for two different companies and exchange letters, invoices, purchase orders, and memos. A complete set of instructions for each company is enclosed, including general information, stationery supplies, daily instructional sheets, and other needed materials. The general office activities provide simulated learning experience in handling purchase orders, invoices, telephone messages, checkbook work, routine correspondence, credit and interoffice memoranda, interoffice communication, and payroll preparation and records. (NJ)

ED 132 248 95 **CE 007 730**

Boulden, Alfred W., Ed.

Supplementary Teaching Materials for Business Courses.

Central Connecticut State Coll., New Britain.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-444

Pub Date May 76

Note—103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Accounting, *Business Education, Business English, Business Subjects, Career Education, *Consumer Education, Data Processing, Instructional Materials, *Learning Activities, Office Occupations Education, Programmed Instruction, Secondary Education, Teaching Guides, *Teaching Techniques, Vocational Education

This teaching guide for business education contains supplementary instructional materials for the subjects of accounting, business English, business mathematics, career education, consumer education, data processing, and office procedures. The units differ in format and in types of learning activities presented. The learning activity package for accounting is a lesson on calculating depreciation by the straight line method. Business English is represented by a programmed unit on similar word drills intended for use in a business English or transcription class and a self-instructional unit in punctuation practice with commas. A programmed unit in business mathematics provides the student with a 1-week introduction to calculating commission. A career resource unit, developed for use in a second-year typing course, consists of exercises designed to increase student self-awareness. The resource unit in consumer education provides information and activities to help the student identify consumer fraud. Digital computers and flowcharting are the subjects of the data processing unit, and the office procedures lessons consist of two case studies, an integrated exercise for clerk typist, a filing exercise, and a dramatization related to the occupation of receptionist. (NJ)

ED 132 249

CE 007 754

Lutz, Juanita

Guidelines for Health Occupations Education Programs in Secondary Schools.

Tennessee State Board for Vocational Education, Nashville.

Report No.—VT-103-433

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Guides, *Career Planning, Curriculum Development, *Curriculum Planning, Guidelines, *Health Occupations Education, *Program Development, *Program Planning, Resource Guides, Secondary Education, Teaching Guides, Vocational Education

This manual for school administrators and teachers is designed to aid in developing, planning, and conducting health occupations education programs at the secondary level. Guidelines for program organization and administration are offered regarding advisory committees, procedures for establishing programs, educational facilities, selection of clinical training agencies, transportation, teacher responsibilities and qualifications, students, and program evaluation. Also presented is a description of a program based on a general core curriculum designed to acquaint students with career opportunities, to prepare them for entry into the job market as a health assistant, and to foster interest in post-secondary education. The suggested program may be adapted to meet local needs in a 1-, 2-, or 3-year plan. General guidelines are offered for curriculum design, teaching methods, and suggested curriculum. Also suggested are core subjects, course outline, class and clinical experience, scheduling procedures, and evaluation of students. A sample lesson plan and lesson plan formats also appear. Appended material includes suggested reference books, equipment, teaching aids and audiovisuals, supplies, and supply sources. A schematic design for a health occupations education facility is also appended. (NJ)

ED 132 250

CE 007 755

Nursing and Course Outlines for Practical Nursing. Health Occupations Education.

Tennessee State Board for Vocational Education, Nashville. Health Occupations Education Service.

Report No.—VT-103-435

Note—403p.

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Administrator Guides, *Course Descriptions, *Course Organization, Curriculum Guides, *Curriculum Planning, Health Occupations Education, Post Secondary Education, *Practical Nursing, *Program Development, Records (Forms), Resource Guides, Student Records, Teaching Guides, Vocational Education

Identifiers—Tennessee

These general guidelines for establishing a practical nursing education program define the roles and responsibilities of the administrative and instructional personnel, State Board of Vocational Education, Tennessee Board of Nursing, local advisory committee, and cooperative hospital. The philosophy, definition, objectives, and rationale for a practical nursing course are presented as well as a history of such programs in Tennessee. Student application procedures and forms are included along with records required by the State. In describing the course, information is provided about scheduling, suggested curricula, equipment and materials needed, teaching aids, lesson plans, and methods of teaching. Additional guidelines refer to counseling, psychiatric affiliation, utilization of research teaching material, and graduation exercises. Approximately one-half of the guide (139 pages) consists of course outlines, each containing time length, teaching methods, bibliography, and instructional units further detailed as content to be taught, resource materials, and management procedures. (NJ)

ED 132 251 CE 007 776

Wilson, Aubrey

Ornamental Horticulture. Course of Study Outlines. 1975 Edition. Volume XXX.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Report No.—VT-103-439

Pub Date 75

Note—164p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Course Descriptions, Curriculum Guides, Individualized Programs, *Ornamental Horticulture, Ornamental Horticulture Occupations, Secondary Education, *Shop Curriculum, Teaching Guides, *Unit Plan, Vocational Education

These courses of study in ornamental horticulture for secondary and adult technical education levels are based on a 1972 Rutgers University study and are designed to accommodate occupational needs in the field of ornamental horticulture. Job titles emphasized at the secondary level are caretaker, nurserymen, flower grower, and flower salesperson; those for the adult level are nurserymen, forester aide, flower grower, and flower salesperson. "Dictionary of Occupational Titles" descriptions are presented for each of these occupations. General course descriptions with instructional and student behavioral objectives are given for the first and second semesters of the program for the grade levels of 9 through 12, and for the 1-year adult technical program. Information is also provided on course length, entrance requirements, diploma, where offered, and equipment and facilities. A major portion of the document consists of shop practice outlines for the secondary and adult course levels. Outlines for related mathematics, science, and drawing courses are also included. The outlines, set up by job classification, consist of behavioral objective, operations, and related information and show content of courses at the various grade levels. A bibliography of texts and reference books is included with each outline. (NJ)

ED 132 252 CE 007 787

Najarian, Michael

Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons).

Massachusetts State Board of Regional Community Colleges, Boston.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, College School Cooperation, Community Colleges, Cooperative Planning, Counseling Programs, Counselor Selection, Counselor Training, Guidance Personnel, Guidance Services, High Schools, Human Resources, *Occupational Guidance,

Occupational Information, *Older Adults, Program Descriptions, *Program Development, *Retirement, *School Community Cooperation, Senior Citizens, *Vocational Counseling

Identifiers—Massachusetts, *Project Reach

Project Reach is based on the assumption that youth, adults, and other target populations will be assisted to a significant degree in knowing more about occupations and in making occupational choices more effectively through the planned interaction with trained retired resource counselors. The project will address three major problem areas: The need for work-oriented counselors, realistic and current occupational information, and the need for a more meaningful student-counselor ratio through which the student can be provided with the opportunity to obtain data to make meaningful occupational choices. The Board of Regional Community Colleges (Massachusetts) proposes to implement the concepts and methodology developed through Project Reach in a minimum of three community colleges. At each of the colleges selected, the project will function in or in close relationship with the existing guidance and counseling offices. Initial and operational phases of the project are described, and a work plan schedule and target dates are outlined for a 12-month period. Project evaluation, and results and benefits expected are also described. A listing of project director, key project staff, and advisory committee members is included. (TA)

ED 132 253 95 CE 007 789

REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Evaluation Report. July 1, 1973-June 30, 1976.

New England Resource Center for Occupational Education, Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V361112

Pub Date 76

Grant—OEG-0-73-5305

Note—52p.; For related documents see CE 008 667 and ED 115 952

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, Guidance Services, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, Staff Role, Vocational Education

Identifiers—Maine (South Portland)

The impact of a 3-year effort to implement career education into the South Portland school system through Project REVAMP (Revitalize the Vocational and Academic Multifarious Program through Career Education) is examined. Evaluation assessed observable curriculum changes, guidance services in response to the career development needs of all students, greater community involvement, and commitment to career education. While specific objectives were written in terms of elementary career awareness, junior high career orientation, senior high preparation, postsecondary liaison and improved career guidance, the overall plan was to provide leadership and resources for substantial philosophical and instructional changes in the schools. These goals have been achieved. Major curriculum changes and a restructured guidance program has resulted from the project. The district has committed its operational funds to the support of many of the career education concepts. Professionals have been assigned responsibilities designed to insure that the changes achieved are long-lasting. Future directions should include monitoring of the sequential plan for career education, dissemination of the results, and teacher inservice education. (TA)

ED 132 254 08 CE 007 907

Stambler, Moses, Ed.

Impressions and Perspectives on the Education of Adults in India by Some American Adult Educators.

Southern Connecticut State Coll., New Haven.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date May 76

Note—270p.; Pages 1, 100, and 103 will not reproduce well due to faint and broken type

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Education, Adult Education Programs, Adult Educators, *Comparative Education, *Cross Cultural Studies, Educational Development, *Foreign Countries, Professional Continuing Education, Study Abroad, Vocational Education

Identifiers—India

Based on a 65-day educational program in India designed to provide an Indian international perspective for 22 adult educators in the New England region and the addition of this dimension to their Adult Education programs at home, these papers written by the participants indicate their reactions to their Indian experience. They are intended for curriculum and classroom use. Titles of the papers are as follows: A Systems Design for Classification and Utilization of Indian Adult Education for Developmental Purposes; Adult Education in India; Changing Emphasis for Developmental Purposes; Some Administrative Practices in Indian Non-Formal Education; An Inquiry into the Relationship Between the Social Status of Indian Women and Their Educational Opportunities; Status of Women in India; Adult Vocational Education in India; Adult Evening Practical Arts in India; Functional Literacy in India's Rural Development; The Farmers Functional Literacy Program and Gandhian Philosophy; Literacy in India; The Old Tradition and Literacy; Community Development Through Social Education; Folk Art as a Means of Communication and Education; A Brief Glimpse at Audiovisual Technology and Television in India; Barriers to Adult Education in India; Indian Non-Formal Adult Education; The Role of Non-Formal Education as it Applies to Home and Family Living; and four papers on comparisons of Indian and American adult education. (WL)

ED 132 255 CE 008 174

Resource Manual from the Inner City Work-Study Institute for Health Professions Faculty. Summer 1975.

Cincinnati Primary Health Care System, Ohio.; Cincinnati Univ., Ohio. Coll. of Community Services.; National Association of Neighborhood Health Centers, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Pub Date 75

Contract—I-MB-44213

Note—184p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, *Curriculum Design, *Health Occupations Education, Health Services, *Inner City, Instructional Materials, *Models, *Professional Education, Professional Occupations, Resource Guides, Resource Materials

Prepared to disseminate the materials resulting from the institute to those who may want to replicate the model and for the many health professions faculty who were unable to attend but who requested information, this resource manual contains the four curriculum models developed by the participants in addition to excerpts from the lectures of some of the visiting faculty, and other materials. The curriculum models are intended to serve as examples of concepts, principles, and exercises which can be utilized in preparing health professionals for inner city work. The model titles are (1) Introduction to Outcasts, (2) Interdisciplinary Health Model, (3) A Curriculum Design for Health Service Practitioners, and (4) A Model for a Continuing Education Faculty Workshop on Inner City Ambulatory Health Centers. These are followed by a 46-item bibliography on neighborhood health centers (mostly journal articles, each with an abstract) and a 45-page listing of teaching-learning resources (bibliography, updating sources, organization data sources, and media). The five faculty presentations are titled "Consumerism in Health Care Delivery: Its History in Time and Space," by Leslie Falk, "Preparing Health Administrators for Future Roles," by James G. Haughton, "Health Care for Outcasts," by Nancy Milio, "Effects of Public Policy on Outcasts," by Nancy Milio, and "Decision-Making in Health Care System," by Nancy Milio. (WL)

ED 132 256 CE 008 186

Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

8 Document Resumes

Report No.—NAVEDTRA-10547-D

Pub Date 76

Note—254p.; For a related document see ED 110 703

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-052-7360)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Autoinstructional Aids, Correspondence Courses, Electronics, *Electronic Technicians, Instructional Materials, *Job Training, Manuals, Military Training, Subprofessionals, Technical Occupations, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study program is designed to enable the electrician's mate to prepare himself for the increased responsibilities of a senior petty officer with ability to operate, maintain, and repair voltage and frequency regulating equipment transistorized control devices, automatic degaussing systems, no-break power supplies, and electrohydraulic load-sensing governors. Contents include an 11-chapter text followed by a subject index, occupational standards, and the associated nonresident career course (five reading assignments with technical questions based on the occupational standards in the respective assignment). Chapter headings are (1) Career Program, (2) Safety, (3) Voltage and Frequency Regulation, (4) Transistorized Control Devices, (5) Automatic Degaussing, (6) Gyrocompasses, (7) No Break Power Supplies, (8) Electrohydraulic Load-Sensing Speed Governors, (9) Engineering Casualty Control, (10) Maintenance Administration, and (11) Visual Landing Aids (VLA). The appendices include temperature and metric conversion tables. (HD)

ED 132 257

CE 008 210

Even, Mary Jane

Adult Basic Education Teacher Survey, 1975.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Adult Education.

Pub Date 75

Note—254p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Adult Basic Education, Educational Experience, Educational Needs, Educational Research, Occupational Surveys, Public School Teachers, State Surveys, *Teacher Attitudes, *Teacher Characteristics, *Teacher Morale, Teachers, Teaching Skills, *Work Attitudes

Identifiers—Nebraska

The objective of the second part of a larger research study (which was designed to study and assess the adult basic education (ABE) program in Nebraska at the local level from January 1, 1971 to December 31, 1974 and to assess the local community awareness of the ABE program) was to survey the present adult basic education teacher occupational attitudes, characteristics, and training experiences. Teachers of ABE were queried as to their (1) attitudes toward their jobs, (2) feelings about ABE teaching as a career, (3) perceived training needs, and (4) current teaching competencies. Data was gathered through a mailed survey in May of 1975. One hundred fifty-one teachers in local ABE programs responded to the survey representing 80% of the total population. A pilot test using the assessment instrument was made and a test-retest measure demonstrated 99.8 reliability. Personal observations and interviews as well as content analysis by experts were used to rate the validity of the instrument. The report contains six chapters: (1) an introduction; (2) an examination of the literature related to employee attitudes and job satisfaction; (3) a description of the design of the study, methodology, the pilot study, and procedures; (4) a report of the data and analysis of the data; (5) interpretation of the results of the data, with a summary of the results; and (6) a discussion of the implications and recommendations of the study. (WL)

ED 132 258

CE 008 211

Kozoll, Charles E.

The Nature of Higher Education's Response to ABE Staff Development in the Southeast, 1969-1974: An Examination of Off-Campus Course Activity.

Pub Date [75]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Basic Education, College Faculty, *Extension Education, *Graduate Study, Higher Education, Instructional Staff, Professional Continuing Education, Program Development, Program Evaluation, *Staff Improvement, Student Enrollment, Surveys, *Teacher Education, Teacher Education Curriculum

In an effort to maintain the quality of adult basic education (ABE) instructional personnel, prevent a reduction of emphasis by higher education on responding primarily to ABE interest and needs, and determine directions of the off-campus programs, a questionnaire was sent to 45 higher education institutions in the Southeast which provided graduate level courses for ABE personnel during the 1969-74 period. From the 33 who responded, findings indicated that (1) the majority of the institutions were distinctly oriented toward the master's degree level, (2) the majority of faculty members were located in distinct adult education departments, (3) the majority reported two or less full-time adult education faculty members, and (4) there were five courses that were relatively standard off-campus offerings in the region—introduction to adult education, curriculum development, administration, adult learning and psychology, and methods and materials. The report includes detailed descriptions of study results along with a discussion of efforts which would aid ABE program development and student enrollment. (WL)

ED 132 259

CE 008 330

Wool, Harold Phillips, Bruce D.

The Labor Supply for Lower Level Occupations: Final Report, Volume I.

National Planning Association, Washington, D.C. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Sep 75

Grant—21-11-73-02

Note—462p.

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Age, Educational Experience, Educational Needs, Employment Projections, *Employment Trends, Labor Market, *Labor Supply, Migrant Workers, National Surveys, Negro Employment, *Occupational Surveys, Race, Semiskilled Workers, Sex (Characteristics), Socioeconomic Status, *Trend Analysis, *Unskilled Occupations, Wages

Identifiers—United States

This study examines the hypothesis that the labor supply for "lower level" occupations will be significantly reduced as a result of such trends as occupational upgrading of black workers, increased education, and the prospective reduction in number of new entrants to the labor force. Chapter I reviews a number of theoretical and empirical criteria for ranking of occupations and describes the methods followed in arriving at a status grouping of occupations for the present study. Chapter II includes a broad historical review of the earlier sources of manpower for lower level jobs, identifying the successive contributions of black workers, immigrants, farm-to-city migrants, and of other disadvantaged categories, in relation to the changing occupational needs of the economy. Chapter III presents the results of a detailed analysis of 1960-70 trends in occupational labor supply, by such characteristics as age, sex, race, educational level, and nativity. A technical appendix to this chapter describes the procedures followed in adjustment of 1960-70 Census occupational statistics for the trend analysis. And Chapter IV analyzes the relationship between labor supply and relative wages in lower-level occupations, based on examination of aggregate 1960-70 trends and on a cross-sectional analysis of inter-area wage differences based on 1970 Census data. (WL)

ED 132 260

CE 008 341

Measures of Success: A Survey of Selected Vocational and Technical Education Programs in Florida which Train Students in Occupations Requiring Licenses.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Pub Date 76

Note—100p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Aircraft Pilots, *Certification, Cosmetology, Educational Accountability, Em-

ployment Qualifications, *Evaluation Criteria, Evaluation Methods, Health Occupations Education, Job Skills, Job Training, Occupational Information, Post Secondary Education, *Program Evaluation, State Programs, State Surveys, *Technical Education, Technical Institutes, *Vocational Education

Identifiers—*Florida

A study of 13 vocational and technical education programs in Florida was conducted which represented an attempt to identify valid and reliable sources of data whereby some vocational programs might be evaluated in specified terms of effectiveness. The programs selected for study were among those which require graduating students to pass licensing examinations before they are allowed to legally participate to the fullest extent in the occupation. In essence, the study sought to identify how successful schools in Florida have been in training students in these programs. The 13 programs covered in the study are barbering, cosmetology, cosmetology specialist, dental hygiene technology, emergency medical technology 1, physician's assistant, professional nursing, practical nursing, masseur-masseuse, mortuary science, commercial pilot, airframe mechanic, and powerplant mechanic. The percent of student applicants passing their licensing exams was one measure chosen with which the success of the various vocational training programs was analyzed. Where available, data was compiled from both public and private school programs. The report contains separate sections on each occupation, each including job description, license requirements, training programs, and review of data. A concluding section charts commonalities of license requirements, presents summary of findings and council recommendations, and lists data sources for each occupation. (TA)

ED 132 261

CE 008 342

Bowers, Ellen

Occupational Education Information Needs and Governance Patterns in Selected California Community Colleges.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date [75]

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, College Administration, *Community Colleges, *Decision Making, *Governance, *Information Needs, Junior Colleges, *Needs Assessment, Program Planning, Tables (Data), Technical Education, *Vocational Education

Identifiers—California

Using the DELPHI technique, 111 individuals identified as management team members for occupational education (in eight selected California community colleges), were chosen for this study designed to provide information perceived to be needed and useable for effective planning of occupational education in community colleges in California. Three communication rounds used to acquire the information, involved participant ratings of the following eight decision areas on an 11-point continuum in relation to degree of importance for educational planning: Program goals, program objectives, program planning, advisory committees, operational budget, coordination and direction, evaluation, and emphasis on occupational counseling, guidance, and placement. A total of 193 information factors were generated within the eight areas. (Overall ranking and independent ranking by college is provided in tabular form for each information factor.) Statistical analysis of the data indicated a significantly high relationship between institutions and management teams' perceived importance of information factors which would be needed and useable for effective planning for occupational education. Information factors relating to commitments and attitudes were ranked most important. Factors relating to facilities, equipment, and staffing requirements were ranked lowest. Of the eight decision areas, evaluation received the highest overall ranking. In relation to governance, most occupational education decisions are perceived to be made by the dean of instruction; the chief occupational administrator is perceived to make decisions about the advisory committee area. (TA)

ED 132 262 CE 008 420
Boorkman, David And Others
Community-Based Corrections in Des Moines. An Exemplary Project.

Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Nov 76
 Contract—J-LEAA-013-74

Note—270p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock Number 027-000-00398-2, \$3.20)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Community Cooperation, *Correctional Rehabilitation, *Criminals, Demonstration Projects, Guides, Program Descriptions, *Program Development, *Program Planning, *Rehabilitation Programs

Identifiers—Iowa (Des Moines)

In addition to providing a detailed description of the method in which the Des Moines project operates, this handbook explores the key elements in a community-based corrections approach. It presents evaluation data, describes the experience of several communities which undertook to replicate this approach, and discusses the process by which other communities may explore the relevance of community-based corrections. The handbook has been designed to serve as a practical tool for professionals concerned about correctional alternatives and their impact on the quality of justice at the local level. Information is covered in seven chapters, with major emphasis placed on the third chapter: Summary of the Des Moines Community Corrections Program (chapter 1); Does the Des Moines Program Work? (chapter 2); A Close-Up Look at the Four Des Moines Components—How to Do It (chapter 3); The Des Moines Community Corrections Philosophy (chapter 4); The "Universe" of Corrections Programs (chapter 5); Replication—How Have Other Communities Done It? (chapter 6); and Replication—Next Steps (chapter 7). The appendix includes forms and legislation used in the Des Moines program. (HD)

ED 132 263 CE 008 424
Quartermaster 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10149-F
 Pub Date 76

Note—420p.; For a related document see ED 070 571 and ED 088 693

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-050-7460)

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Autoinstructional Aids, Correspondence Courses, Instructional Materials, *Job Training, Manuals, Military Training, *Navigation, Subprofessionals, Technical Occupations, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study package provides subject matter that relates directly to the occupational qualifications of the Quartermaster rating. Contents include a 16-chapter text followed by a glossary, subject index, and the associated nonresident career course (11 reading assignments and technical questions based upon each occupational standard in the respective assignment). Chapter headings are (1) The Quartermaster, (2) Quartermaster Watches, (3) Honors and Ceremonies, (4) Magnetic Compass and Gyrocompass, (5) Aids to Navigation, (6) Rules of the Road, (7) Charts and Publications, (8) Time and Timepieces, (9) Introduction to Navigation, (10) Dead Reckoning and Piloting, (11) Electronic Navigation, (12) Celestial Navigation, (13) Tides and Currents, (14) Weather, (15) Maneuvering Board, and (16) Communications. (HD)

ED 132 264 CE 008 425
Full Employment and Balanced Growth Act of 1976. Hearings before the Subcommittee on Manpower, Compensation, and Health and Safety of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 50.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
 Pub Date 76

Note—547p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Legislation, *Employment Opportunities, *Employment Programs, Equal Education, *Federal Legislation, Federal Programs, *Job Development, *Nondiscriminatory Education, *Policy Formation, Public Policy

Identifiers—Full Employment and Balanced Growth Act 1976, United States

This document contains (1) the text of the Full Employment and Balanced Growth Act of 1976 (H.R. 50), a bill to establish a national policy and nationwide machinery for guaranteeing to all adult Americans able and willing to work the availability of equal opportunities for useful and rewarding employment, (2) the statements made in committee hearings by 16 individuals (including Congressmen; labor union officials; representatives of state, city and Federal government departments; and other economic advisors), and (3) prepared statements, letters, and supplemental materials submitted to the committee by these individuals. (WL)

ED 132 265 CE 008 427
Ownby, Arnold C.

A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date 76

Note—69p.; Some data tables in the appendix may not reproduce well because of faint, broken type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Business Education, Business Skills, College Students, Comparative Analysis, *Curriculum Evaluation, Curriculum Research, Instructional Materials, Methods Research, *Skill Development, *Stenography, *Teaching Methods

Identifiers—Century 21 Shorthand, Gregg Diamond Jubilee Shorthand

The purpose of this study was to compare the effectiveness of Century 21 and Gregg Diamond Jubilee shorthand systems in developing specific competencies in the first two semesters of shorthand. Achievement was measured by a specially constructed brief form/speed form test and dictation tests during the first semester, and by specially constructed word tests sampling the 1,000 most frequently used words and dictation tests during the second semester. The classes involved in the study were the first two semesters of shorthand offered at Oklahoma State University during the 1975-76 school year. During the 1975 fall semester, one section of Gregg shorthand and one of Century 21 shorthand were taught. During the spring semester those students continuing their study participated in the study. The conclusions reached are based upon the statistical analyses as well as observations made throughout the course of this study. The major conclusion was that a definite statement concerning the superiority of either method cannot be made based on statistical analyses of the data collected in this study. Chapter headings are (1) Introduction, which includes Statement of the Problem, Selection of Sample, and Scope and Limitations; (2) Procedures, which includes Description of Sample, Teaching Procedures, and Testing Procedures; (3) Analysis of Findings; (4) Correlations of Interest; (5) Summary, Conclusions, and Recommendations; and (6) Appendix. (HD)

ED 132 266 CE 008 429
Morita, Edward K. And Others

Group Practice Administration: Current and Future Roles. Final Report.

Center for Research in Ambulatory Health Care Administration, Denver, Colo.; Colorado Univ., Denver. Medical Center.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date 30 Jun 76

Contract—NO1-MB-44176

Note—250p.; For a related document see CE 008 430

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Administration, *Administrative Personnel, *Administrator Role, Costs, *Fees, Governing Boards, Health Services, Job Analysis, *Medical Services, National Surveys, Occupational Information, Professional Personnel, *Program Administration

Identifiers—Medical Group Practice, United States

The mission of this study was to describe the current and future roles of professional administrators, medical directors, and governing bodies of fee for service and prepay medical group practices of various sizes in such a way as to be potentially useful to health care delivery educators in curriculum evaluation and design. The position was taken that administrative roles derive from, and exist within, the total, generic complex of administration in any organization. This conceptualization led to the seven objectives of the study. Although data concerning all of the objectives are included in this report, the bulk of this document is concerned with objectives 1, 2, and 5, which are: (1) to describe and analyze administration in certain group practice forms of health care delivery, (2) to identify basic differences that occur in administration under different payment plans and under different sizes of group practices, as well as other identified factors, and (5) to describe and analyze the potential future roles of administrators in the management of group practice forms of health care delivery. Chapter headings are Methodological Approach, The Study Participants (And Nonparticipants), Generic Administration in Medical Groups, The Roles (Professional Administrator, Medical Director, and Governing Body), Effects of Size and Payment Mechanism, The Future of Health Care, Future Roles, Summary of Results, Educational Implications, and Conclusions and Recommendations. The annotated data tables consisting of all the data compiled for this final report are organized in a supplementary document. (HD)

ED 132 267 CE 008 430
Shoemaker, James E., Comp.

Annotated Data Tables. A Supplement to Group Practice Administration: Current and Future Roles.

Center for Research in Ambulatory Health Care Administration, Denver, Colo.; Colorado Univ., Denver. Medical Center.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date 76

Contract—NO1-MB-44176

Note—632p.; For a related document see CE 008 429

EDRS Price MF-\$1.16 HC-\$34.15 Plus Postage.

Descriptors—Administrative Personnel, Administrator Role, *Medical Services, National Surveys, *Tables (Data)

This supplement to the final report presents raw data from the survey for a project to describe the current and future roles of professional administrators, medical directors, and governing bodies of fee for service and prepay medical group practices of various sizes in such a way as to be potentially useful to health care delivery educators in curriculum evaluation and design. The raw data are presented in tabular format, and each table is introduced with a description of the data and how the data was organized in the table. Also, each table and its description are presented together in a singular unit so that the unit may be removed intact from the body of this supplement. There are 15 tables included under the category of Professional Administrator, 15 under the category of Medical Director, 14 under the category of Governing Body, 2 under the category of Combined; 6 under the category of Agreement, and 11 under the category of Future Data. (HD)

ED 132 268 95 CE 008 437
Counts, Rubynelle
Weaving.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services; Georgia State Dept. of Education, Atlanta.

Pub Date 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Activity Units, Art Activities, Career Education, Curriculum Guides, Employment Opportunities, Environmental Education, *Handicrafts, *Interdisciplinary Approach, Learning Activities, Science Units, Secondary Education, Short Courses, Social Studies Units, *Student Projects, Teaching Procedures, Textiles Instruction

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Weaving

Developed at The Mountain School (Lookout Mountain, Georgia), a project funded under Title III of the Elementary and Secondary Education Act, 1974-75, this curriculum guide for an interdisciplinary minicourse in weaving provides for integration of environmental and career education goals with those in academic areas. Introductory material indicates that a teacher interested but not necessarily experienced in the weaving craft can effectively direct the minicourse and that the program can be enriched by a tour of a textile manufacturing plant and using local weavers, spinners, and vegetable-dyers as teaching assistants at the school or for special activities in artists' studios. The guide contains (1) course concepts (in language arts, mathematics, science, social studies, art, and vocational training), (2) list of objectives, (3) student activities, (4) procedures and physical facilities needed, (5) directions for 20 student activities, (6) weaving vocabulary glossary, (7) a list of weaving-related job opportunities, and (8) a list of suggested resources (books, magazines, films, etc.). (HD)

ED 132 269 95 CE 008 438

Counts, Rubynelle

Pottery.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Georgia State Dept. of Education, Atlanta.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activity Units, Art Activities, Career Education, Curriculum Guides, *Handicrafts, *Interdisciplinary Approach, Junior High Schools, Learning Activities, Science Units, Social Studies Units, *Student Projects

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Pottery

This curriculum guide for an interdisciplinary pottery unit includes concepts and objectives, student activities, and suggested resources. Introductory material indicates it was designed as a 2-day minicourse for the Mountain School seventh grade at Charles Counts' Pottery Workshop in Georgia but that material is adaptable to a regular school building if it is supplemented by field trips and out-of-doors activities and if teachers experienced in the craft are eager to learn with the students and willing to do some research and careful preparation. Contents include (1) list of math, science, social studies, art, and physical education concepts for the unit; (2) list of objectives: appreciation of one of man's oldest arts, craft experience, academic learning in a new and practical context, increased awareness of local geology, increased awareness of varied talents in the local community; (3) schedule for the 2-day pottery workshop minicourse using group rotation to provide a large number of students with a variety of experiences in a special setting in a short time; (4) background information on pottery; (5) student activities in local clay (finding, preparing, testing), in forming clay, in primitive firing, and in glaze-making; (6) pottery vocabulary glossary, and (7) suggested resources (books, magazines, films). (HD)

ED 132 270 95 CE 008 439

Fricks, Richard

Patchwork Quilts.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Georgia State Dept. of Education, Atlanta.

Pub Date 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activity Units, Art Activities, Curriculum Guides, *Handicrafts, *Interdisciplinary Approach, Learning Activities, Mathematics

Instruction, Secondary Education, Sewing Instruction, Short Courses, Social Studies Units, *Student Projects

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Mountain School Project, *Quilting

Based on two quilting minicourses conducted by the author with students from grades 7 through 10, this curriculum guide provides interdisciplinary objectives, student activities, and teaching procedures for a unit in which the rudiments of quilting are taught and practiced. Contents include (1) a list of objectives and concepts under headings of language arts, mathematics, social studies, and art, (2) background information in quilting, (3) student activities listed under quilting math, language arts (definitions), social studies (history and spread of quilting), art, and tie-dyeing, and (4) material needed for quilting. (HD)

ED 132 271 95 CE 008 440

Greenup, Shirley

Leather Work.

Walker County Board of Education, Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Georgia State Dept. of Education, Atlanta.

Pub Date 76

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activity Units, Art Activities, Curriculum Guides, *Handicrafts, *Interdisciplinary Approach, Learning Activities, Mathematics Instruction, Science Units, Secondary Education, Short Courses, Social Studies Units, *Student Projects, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, *Leathercraft, Mountain School Project

Based on a minicourse taught by the author for students in grades 7 through 10 at the Mountain School (Lookout Mountain, Georgia), this curriculum guide provides for the integration of several curriculum areas into the teaching of leathercraft. Contents include (1) concepts and objectives for the course listed under the headings of language arts, mathematics, science, social studies, related arts, and vocational studies, (2) background information on leatherwork, (3) instructions for student activities (types of leather, wristbands, threading and lacing, coin purse, dyeing leather, leather tooling, wristbands, medallions, and hanging candle holder), (4) leather vocabulary glossary, and (5) an 8-item bibliography. (HD)

ED 132 272 CE 008 444

Aviation Electrician's Mate 1 & C. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10349-D

Pub Date 76

Note—392p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-7460)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Autoinstructional Aids, *Aviation Technology, Correspondence Courses, *Electrical Systems, *Electricians, Instructional Materials, *Job Training, Manuals, Military Training, Textbooks

Identifiers—*Aviation Electronics, Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve who are studying for advancement in the Aviation Electrician's Mate (AE) rating, this text is based upon the Navy's professional occupational standards for AEI and AEC. Contents include a 10-chapter text followed by a subject index and the associated nonresident career course (eight reading assignments and technical questions based upon each occupational standard in the respective assignment). Recommended use includes individual preparation for advancement examinations as well as everyday on-the-job training. Chapter headings are (1) Aviation Electrician's Mate Rating, (2) Supply and Publications, (3) Aircraft Electrical Control and Distribution, (4) Air Craft Computer Systems, (5) Attitude/Heading Reference Bombing Computer Systems, (6) Inertial Navigation, (7) Automatic Flight Control System, (8) Power Plant and Air-

craft Environmental Systems, (9) Maintenance Techniques, and (10) Test Equipment. The appendix includes the U.S. customary and metric system units of measurement. (HD)

ED 132 273 CE 008 445

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Home Economics Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, *Home Economics Education, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 274 CE 008 446

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Business Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—28p.; Part of page 8 will not reproduce well due to faint type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Business Education, Curriculum Guides, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 275 CE 008 447

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Health Occupations Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, *Health Occupations Education, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 276

CE 008 448

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Trade and Industrial Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, Resource Materials, *Trade and Industrial Education, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 277

CE 008 449

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Distributive Education. Third Edition. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—25p.; Parts of pages 4 and 8 may not reproduce well due to faint type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Guides, *Distributive Education, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 278

CE 008 450

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Career Education. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Career Education, Curriculum Guides, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 279

CE 008 451

Lambert, Roger H. And Others

A Bibliography of Free Loan Materials for Agriculture Education. Vocational Education Resource Materials.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agricultural Education, *Annotated Bibliographies, Curriculum Guides, Resource Materials, *Vocational Education

This bibliography, part of the Vocational Education Resource Materials system, is designed to: (1) Encourage and support curriculum development and instructional activities in vocational education and career development through collection and dissemination of appropriate materials, (2) supplement and complement efforts of the (Wisconsin) State Educational Agency staff

and School District personnel by identifying needed resources for use in instructional workshops and with other developmental activities, and (3) encourage use of resource materials and services in all appropriate programs of teacher education and staff development (pre-service as well as in-service), and in classroom implementation. Each entry includes a call number, title, series note (not always used), edition statement (not always used), author(s), publisher's name, publisher's address (for ordering purposes), date of publication, pagination, price, grade level (when applicable), and an annotation. Information about the Vocational Education Resource Materials system, and a materials index are included. (SH)

ED 132 280

CE 008 452

Tindall, Lloyd W., Comp. And Others

Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts. 1975-1976.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 76

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, Catalogs, Directories, *Disadvantaged Youth, Federal Programs, *Handicapped Students, Post Secondary Education, Secondary Education, *Special Programs, State Programs, *Vocational Education, Vocational Schools

Identifiers—*Wisconsin

This catalog provides information on the 159 vocational/career education programs which have been funded by the 1968 Vocational Amendments and Wisconsin's 16 vocational technical and adult education districts to provide services to special needs students. The preface indicates that many innovative methods and techniques for training special needs students can be found in the various programs, which provide pre-vocational and supportive services for special needs students in addition to modifications in vocational curriculum areas. The intended audience is high school and vocational-technical adult education (VTAE) counselors and agencies, and persons who are working with special needs students. The table of contents provides a listing of the disadvantaged and handicapped occupational programs. Each program citation includes title, address, name, and phone number of an information contact and an administrative contact, type of handicapped students served, and a one- or two-sentence program description. The index provides a quick reference for the identification of programs by pre-vocational, supportive service, and curriculum areas. (HD)

ED 132 281

95

CE 008 459

Perrone, Phil Davis, Sandy A.

Adult Counseling Project.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 76

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Adult Students, *Continuous Learning, *Educational Counseling, *Educational Guidance, Educational Needs, Post Secondary Education, Research Projects, *Student Needs, Vocational Interests

In order to determine the specific counseling needs of the adult learner, staff of the Adult Counseling Project began by conducting a literature search pertaining to the problems of returning students and those considering a return to school. The review revealed that little is known about the educational and vocational needs of the returning adult. A second phase of the Adult Counseling Project involved (1) a survey of students enrolled in postsecondary vocational institutions ranging in age from 21 to over 50, and (2) a survey of those considering a return to school who also ranged in age from 21 to over 50. This survey involved administering a questionnaire to 650 students enrolled in three VTAE (Vocational, Technical, and Adult Educa-

tion) schools in Wisconsin—Green Bay, LaCrosse, and Milwaukee, and to 100 nonstudents in the communities. Both the literature review and the results of the survey suggest that adults returning to school have academic and guidance needs which are only gradually being recognized and met. In particular, effective career guidance and study skill programs need to be developed and implemented for older students, since the bulk of existing study skills programs and career guidance strategies appears to be geared to adolescents and very young adults. (WL)

ED 132 282 CE 008 465

Reap, Margaret Casey

Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.

Pub Date Aug 76

Note—25p.; ED.D. Dissertation, University of Houston

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Accounting, *Bookkeeping, Business Education, *Comparative Analysis, Educational Research, *Entry Workers, *High School Curriculum, *Job Skills, Job Training, Secondary Education, Task Analysis, Task Performance

In an attempt to identify the discrepancy between work and training programs for a beginning accountant or bookkeeping worker, and thereby provide either verification of the current curriculum or needed direction for change, this study posed three questions. The procedures were divided into three areas to coincide with the three questions. To determine the job tasks performed by the beginning accounting and bookkeeping worker (question 1), a comprehensive search of the literature was made covering the 1968-1975 period. Sixty-four studies were identified. To determine the job tasks included in the conventional high school accounting and bookkeeping curriculum (question 2), the textbooks most commonly used in the curriculum were identified and analyzed. To determine the extent to which the high school curriculum includes and prioritizes the job tasks of the beginning accounting and bookkeeping worker (question 3), rank correlation statistics and comparisons were applied to two lists, one representing job tasks performed by the worker, the other representing the curriculum. Two of the major findings were (1) no significant relationship was found when statistical applications were applied to the two lists grouped either by general accounting categories or by specific job tasks common to both lists and (2) 52% of textbook volume contained none of the job tasks taken from the list representing real work. The study is presented in chapter form: Chapter 1 presents general introductory material; chapters 2 through 4 each cover separately the three questions posed at the beginning of the study; chapter 5 presents detailed conclusions and recommendations. (HD)

ED 132 283 CE 008 469

Hoffman, Allan M. Hoffman, Diane B.

A History of Vocational Education.

Pub Date 76

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Education, *Educational Development, *Educational History, *Industrial Education, Industrialization, Social Factors, *Socioeconomic Influences, Technical Education, *Vocational Education

Identifiers—United States

The historical evolution of vocational education is discussed in an attempt to show that obvious comparisons can be drawn between the industrial education movement and debate of American educational history and the concepts of career education today. The document covers the period from the mid-1800's to the present. Major factors influencing the development of vocational education are highlighted: the establishment of trade schools in the 1800's, Industrial Revolution, the industrial education movement, the American Civil War, federal legislation (e.g. Morrill Land Grant Act), foreign educational influence, the manual education movement, the formation of industrial arts associations, and various industrial shifts and societal changes. A bibliography is appended. (SH)

ED 132 284 95 CE 008 475

Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Second Year's Program—Fiscal Year 1976 Funding).

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jul 76

Note—47p.; For a related document see ED 114 586 (First Year's Program—Fiscal Year 1975 Funding)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, *Directories, Educational Legislation, *Educational Programs, Elementary Secondary Education, Federal Aid, *Projects, Special Education, *State Programs

Information on career education activities is provided in this compilation of career education projects. Activities are categorized into six areas: (1) Activities designed to effect incremental improvements in K-12 career education programs; (2) activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies and institutions of higher education; (3) activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices; (4) activities designed to demonstrate the most effective methods and techniques for training and retraining persons for conducting career education programs; (5) activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public; and (6) projects for development of state plans for implementation of career education in the local educational agencies of the states, under the provisions of Subpart C of 45 CFR Part 160d. Information for each project is arranged according to state and project number, grant or contract number and Office of Career Education team, project director and organization, title of project, and federal funding. (TA)

ED 132 285 CE 008 478

Brantley, Michael B.

Prevocational Training Units for Trainable Mentally Handicapped Students: With Suggested Uses for Educable, "Normal," and Gifted Students.

Westside Area Career/Occupation Project, Glendale, Ariz.

Pub Date Jun 76

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Individualized Programs, Instructional Materials, *Job Skills, Prevocational Education, Program Descriptions, *Skill Development, *Special Programs, Teaching Guides, *Trainable Mentally Handicapped, Training Techniques, *Unit Plan

This program is designed to provide an individualized series of vocationally useful sub-skills in a wide variety of areas to trainable mentally handicapped students in a prevocational program. The Introduction and General Information section is categorized into What the Program Is Designed to Do, Who Can Use the Program, How to Modify the Program for Use with Higher Functioning Students, Cost of the Program, Resources for Materials, Use of Donated Materials, and How the Program Works. The tasks are outlined in 18 different units with each unit listing goals, comments, materials required, how to proceed, and modifications for higher functioning students. Units also include sample forms and detailed drawings when appropriate. The 18 units are (1) Telephone Book, (2) Wiring (3) Fine Motor, (4) Alphabet Cards, (5) Order Filling, (6) Pipe Assembly, (7) Sorting, (8) Packaging, (9) Mail Sorting, (10) Measurement, (11) Stapling, (12) Collating, (13) Wrench and Socket, (14) Wrapping, (15) Woodburning, (16) Soldering, (17) Perceptual, and (18) Stringing. (HD)

ED 132 286 CE 008 490

Eley, Robert K., Ed.

Occupational Training Plans for Disadvantaged and Handicapped Students in Vocational Education. A Manual for Use in Cooperative Work Experience Programs.

Indiana Univ., Bloomington. School of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Pub Date Jul 76

Note—253p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Cooperative Programs, *Disadvantaged Groups, Disadvantaged Youth, *Handicapped Students, Instructional Programs, Job Training, Models, On the Job Training, Program Development, *Program Guides, Program Planning, *School Industry Relationship, Unskilled Occupations, *Vocational Education, *Work Experience Programs

This manual, developed to provide vocational instructors or coordinators with model training plans to be used to conduct concurrent work and education programs for disadvantaged and handicapped students, has the purposes of: (1) serving as a description of the kinds of content that should be included in a training plan, (2) serving as an example in discussing training plans with employers, (3) assisting vocational instructors in developing training plans, and (4) serving as one source of occupational content for several common occupations. Each training plan, or occupation, identifies the target population. The format shows approximate time needed to learn the job skill, a list of learning activities, on-the-job training needed, in-school time needed, and spaces for evaluation and for the individual study assignment. The training plans include assembly line worker, automobile-service-station attendant, bus boy, carpenter's helper, cook helper, dishwasher, general farm hand, general housekeeper, grocery cashier, laundry worker, lawnmower repairman, machinist helper, mail clerk, physical therapy aide, steam table server, and stock clerk. (HD)

ED 132 287 CE 008 506

Shimberg, Benjamin

The Changing Climate Toward Occupational Regulation: How Does It Affect Cosmetology Board Members?

Pub Date 26 Apr 76

Note—10p.; Speech presented at the Annual Meeting of the Western Regional Conference of State Boards of Cosmetology (Boise, Idaho, April 26, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Certification, *Cosmetology, Employment Qualifications, *Governing Boards, Letters (Correspondence), *Organizational Change, Organizational Climate, Public Opinion, Service Occupations, Service Workers, *State Licensing Boards, Vocational Education

This document contains two letters. The first letter, which might have been written by a cosmetology licensing board member to his mother, illustrates the changing climate toward occupational regulations and how it might affect the attitudes of a board member. The second letter, the mother's reply, attempts to put some of the changes into a broader perspective. (HD)

ED 132 288 CE 008 510

Meeting on Literacy Training, Berlin (West). Final Report. July 11-17, 1975.

Deutscher Volkshochschul-Verband, Frankfurt (West Germany); German Foundation for International Development, Bonn (West Germany); International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 31 Jan 76

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Literacy, *Educational Needs, *Educational Planning, Foreign Countries, Illiterate Adults, *Instructional Materials, *Literacy Education, Material Development, Nonformal Education, Planning Meetings, *Teacher Education, Training Techniques

This report's major points are highlighted in two sections: Section One sets forth the rationale, design, and intended use of the training monograph series, "Literacy in Development", which (1) has been commissioned by the International Institute for Adult Literacy Methods, (2) is to be used as the basis for the Institute's future training activities, (3) addresses the needs of middle level literacy workers, and (4) treats those operations basic to the conduct of literacy and nonformal education programs. Section Two summarizes the recommendations of panel members whose goals involved discussing and guiding the development of the Institute's monograph series, examining the

role of training in the promotion of nonformal education, and identifying appropriate training strategies and methodologies. (WL)

ED 132 289 CE 008 512

Cartier, G. L., Jr., Ed.
Facilitating Learning with Adults: What Ralph Tyler Says.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date [74]

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Education, *Curriculum, *Educational Needs, Evaluation Criteria, *Learning Activities, *Learning Experience, Relevance (Education), University Extension
Identifiers—Tyler (Ralph W)

Based on recording transcriptions of Ralph W. Tyler's responses to questions by a panel of University of Wisconsin-Extension professors in July 1973, this booklet is presented as an extension of what Tyler has to say in his book, "Basic Principles of Curriculum and Instruction" (University of Chicago Press)—but said in the context of extension and adult education. Questions with Tyler's answers are organized into four chapters, each with an editor's introduction: (1) Learning Experiences—regarding how it may be possible to provide the kinds of activities that have the potential for facilitating others in learning, (2) Determining the Things to be Learned—the question of moving from the establishment of needs, relevance, and determining priorities to the determination of things program participants will be assisted in learning, (3) Needs, Relevance, and Priorities—the matter of identifying and utilizing needs, establishing relevance, and determining priorities as the basis for programing, and (4) Evaluation—the question of what to look for in evaluating efforts as educators, both in terms of the eventual consequences and of what happens in the process. (WL)

ED 132 290 CE 008 515

Vaughan, Paul R. Bender, Ralph E.

Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors. Summary of Research.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agricultural Education, Educational Research, *Faculty Advisors, State Surveys, Success Factors, *Teacher Characteristics, *Vocational Agriculture Teachers, Vocational Education, *Youth Clubs, Youth Leaders
Identifiers—FFA, Future Farmers of America, New Mexico

This study was designed to (1) identify competencies in which a New Mexico vocational agriculture teacher's perceived level of proficiency was related to the degree of success of his Future Farmers of America (FFA) chapter, (2) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the degree of success of the teacher's FFA chapter, and (3) identify characteristics possessed by New Mexico vocational agriculture teachers which showed a significant relationship between that characteristic and the teacher's perceived level of proficiency in advising and supervising FFA activities. The variables used for investigation were selected from a review of literature and were those thought to be related to the degree of success of an advisor's FFA chapter. This document contains the methodology, summary of findings, conclusions and recommendations, and implications for teacher education programs in the field of agricultural education and for further research. It also contains references and the questionnaire used. (HD)

ED 132 291 CE 008 521

The Hemophilia Games: An Experiment in Health Education Planning.

National Heart and Lung Inst. (DHEW/PHS), Bethesda, Md.

Report No.—DHEW-NIH-76-977

Pub Date 76

Note—94p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Delivery Systems, *Game Theory, Health Education, *Models, Program Development, *Program Planning, *Simulation, Special Health Problems

Identifiers—*Hemophilia

The Hemophilia Health Education Planning Project was designed to (1) create a set of tools useful in hemophilia planning and education, and (2) create a planning model for other diseases with similar factors. The project used the game-simulations technique which was felt to be particularly applicable to hemophilia health problems, since as a planning tool, games offer an opportunity to examine alternative forms of social organization, resource allocation, and distribution of decisionmaking power. A brief description of the project is presented in two major sections, Hemophilia Health Care Planning and Education: A Gaming Approach, and The Planning Process in Perspective: Major Recommendations. Appendix A, representing the major part of the document (55 pages), presents the complete record of the project proceedings, and is categorized into three parts: Hemophilia Health Planning Project—Project Design Protocol; Hemophilia Planning Meetings; and Outline of Planning Sessions, the largest part, which is a slightly condensed description of each of the hemophilia games, with full instructions given to the players, and the players' responses. Appendix B is a five-page glossary of terms. (HD)

ED 132 292 CE 008 525

SREB's Nursing Curriculum Project: Summary and Recommendations.

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 76

Note—21p.; For related documents see ED 090 843, ED 097 849, CE 008 525-526, and CE 008 776

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conceptual Schemes, *Curriculum Development, *Educational Change, Educational Development, *Educational Planning, Health Education, Higher Education, *Nursing, Paramedical Occupations, Program Evaluation

This manual reports the summary and conclusions of the series "Pathway to Practice," the Nursing Curriculum Project conducted by the Southern Regional Education Board (SREB). The project's aims, procedures and methods, and specific findings are identified, followed by a discussion of ten recommendations concerned with implications for the nursing curriculum. Recommendations cover the areas of differentiation of workers, common base of knowledge, levels of knowledge, Associate Degree curriculum, the Baccalaureate curriculum, the graduate program, continuing education, accommodating the learners, transcending institutional boundaries, and transcending disciplinary boundaries. The conclusion points out that if the Nursing Curriculum Project as a whole has a single message, it is that nursing must firmly reject its old image of simple dependency and substitute a true image of its complexity and dependability. (HD)

ED 132 293 CE 008 526

Haase, Patricia T.

A Proposed System for Nursing. Theoretical Framework, Part 2. Pathways to Practice, Vol. 4.

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Jun 76

Note—140p.; For related documents see ED 090 843, ED 097 849, CE 008 525-526, and CE 008 776

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Standards, Conceptual Schemes, Curriculum Development, Higher Education, *Job Skills, *Nursing, Paramedical Occupations, *Role Perception, *Systems Analysis, *Systems Development, Taxonomy

This fourth volume in the series "Pathways to Practice" presents the heart of the Southern Regional Education Board's Nursing Curriculum Project, which was designed to (1) develop a set of assumptions about societal systems that impinge on the environments of nursing, (2) determine broadly the future direction of health care

delivery patterns, (3) determine the types and levels of nurses essential to the delivery system projected in the assumptions, (4) determine the characteristics of practice and thereby the competencies needed by each level and type of nurse provider envisioned, and (5) broadly define the body of nursing knowledge requisite for the development of the specified competencies in the graduate of differing programs. The five chapters cover (1) Nursing at the Crossroads: The Dilemmas, (2) Nursing: A Critical Subsystem in Health Care, (3) A Role Structure for Nursing: Kinds and Levels of Practice, (4) A Taxonomy of Nursing Competencies, and (5) An Overview of the Theoretical Framework. Appendix A (Core of Nursing Knowledge) presents characteristics of entry level positions in the nursing field; appendix B is a five-page chart of expanded role programs in nursing in the Southern Region and lists institutions (by state), program title, length of program, degree received, and the director. A roster of members contributing to the project and references are also included. (HD)

ED 132 294 CE 008 527

Blake, Joseph F., Ed. Keyes, Erma D., Ed.

From Rhetoric to Reality. Proceedings of the Annual Midwinter Conference for Adult Education in Pennsylvania. (11th, February 19-22, 1976). Millersville State Coll., Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date Jun 76

Note—284p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Adult Education, *Adult Vocational Education, Community Education, Conference Reports, Conferences, *Educational Needs, Handicapped, Rhetoric, Speeches
Identifiers—Pennsylvania

The speeches presented in this conference report cover various aspects of adult education. The main address analyzes adult education as it has progressed over recent years. Other topics are "From Rhetoric to Reality" (Betty Ward); "Some Realities of Adult Education: One Rhetorician's View" (Herman Hermanowicz); "Adult Education for the Handicapped" (Fred Krause); "Distinguishing Rhetoric from Reality at the Federal Level" (James Dorland); "Teaching Strategies and Simulation for the Corrective Reading Program" (Chris Snyder); "What A World We Live In" (Seridan Bell); and "Our Men in the Capitol" (Jack Grisham, and Eugene Madeira). Additional areas of discussion cover credit for life programs; community education; using the media in adult education; basic education needs of adults with disabilities; individualizing instruction; English as a second language; the Adult Performance Level; and special Federally funded projects. The conference program is appended. (SH)

ED 132 295 95 CE 008 576

Wiant, Allen A. And Others

Activities, Problems, and Needs of Curriculum Developers: A National Survey. Interim Report. Research and Development Series No. 115.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Contract—NE-C-00-3-0078

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Curriculum, Curriculum Design, *Curriculum Development, Curriculum Evaluation, Curriculum Problems, *Designers, Educational Administration, Educational Research, *Educational Researchers, Industrial Personnel, *Job Analysis, National Surveys, Occupational Information, School Personnel, Specialists, Task Analysis, *Vocational Education
Identifiers—United States

A study was conducted to enhance basic knowledge concerning the activities and needs of curriculum developers with emphasis on those relating to vocational education. More than 300 persons actively involved in curriculum development in public education, business and industry, and government responded to a questionnaire based upon a list of 68 curriculum development activities in five categories: (1) Curriculum management and administration, (2) selection and organization of content, (3) selection and or-

ganization of materials, (4) design of instructional plan and alternative strategies, and (5) evaluation of curriculum. Ratings were given for the degree of problem/need encountered in the performance of each activity, and the relative importance of each to the respondent's job. In addition, background data were obtained from each respondent. In analyzing the data, the importance and problem/need ratings provided by respondents were combined to produce a summary "criticality" score for each activity. For the respondent group taken as a whole, the most critical activities were found to be in the categories of curriculum management and administration, content selection and organization, and evaluation. Eight groups of related activities were also identified, with differing criticalities for curriculum developers in local, state, and national R & D lab situations. (Author/HD)

ED 132 296 95 CE 008 577
Bisconti, Ann Stouffer. Solmon, Lewis C.
College Education on the Job: The Graduates' Viewpoint.

College Placement Council, Bethlehem, Pa.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [76]
Grant—G-74-0091
Note—53p.

Available from—College Placement Foundation,
P.O. Box 2263, Bethlehem, Pa. 18001 (\$5.00)
Document Not Available from EDRS.

Descriptors—Attitudes, *College Graduates, Degrees (Titles), Educational Assessment, *Educational Benefits, Employment Qualifications, *Entry Workers, Graduate Surveys, *Higher Education, Intellectual Disciplines, Job Analysis, *Job Skills, National Surveys

This document contains the findings of a national study of some 12,000 college graduates (who entered college in 1961 and had been working full-time for up to 10 years) to determine the utilization and value of higher education in employment. The focus of this report is the utilization in careers of the knowledge obtained in undergraduate study including graduates' views on the ways in which their college education contributed to their long-run development. Chapter headings are (1) Introduction (Useful Education for Careers, Survey Procedures, and Characteristics of Graduates Responding); (2) Usefulness of College Education (Relationships Among Dimensions of Usefulness, Orientation of Major, Current Occupations of Graduates, and College Characteristics); (3) Use of Curricular Content in Work (Major Fields); (4) Links Between Curricula and Jobs (Work Activities, Skills Acquired in College, and Methods of Acquiring Skills); and (5) Graduates' Recommendations (Generally Useful Courses and Courses for Specific Occupations). A section on conclusions and recommendations is also included. (WL)

ED 132 297 CE 008 590
Evans, Rupert
Vocational Education R & D in the Past Decade: Implications for the Future. Occasional Paper No. 18.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date 76
Note—15p.; Speech presented at a staff development seminar, Center for Vocational Education, The Ohio State University, Columbus, Ohio

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Educational Research, *Needs Assessment, *Program Administration, Program Content, Program Evaluation, *Program Improvement, Question Answer Interviews, *Research Needs, Research Projects, Speeches, *Vocational Education

Half of this paper is the text of a lecture, based on the author's involvement in a study by the Committee on Vocational Education Research and Development (R & D). Focus is on the summary of the study's recommendations in three areas: (1) Administration of vocational education R & D, (2) the content of vocational education R & D, and (3) the impact of vocational education R & D, which the author indicates is the most difficult to assess. He notes that vocational education researchers have not done well in disseminating research knowledge and in helping people become aware of the importance of the R & D effort that produced the knowledge. The

second half of the paper consists of the author's answers to 16 questions from the audience concerning various aspects of future research and development efforts. (HD)

ED 132 298 CE 008 593
Business/Industry Internship for Occupational Teachers Project. Final Report.

Southern Illinois Univ., Carbondale.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No—PCE-A6-028

Pub Date 15 Aug 76

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cooperative Programs, *Internship Programs, Models, Professional Continuing Education, *Program Effectiveness, Program Evaluation, *School Industry Relationship, Teacher Education, *Teacher Improvement, *Teacher Interns, Teacher Participation

Identifiers—Illinois

After refining the Illinois Model for Occupational Teacher Internship, 20 practicing occupational teachers in public schools field tested the model to determine the nature and value of the concept of business/industry internships. Some major findings from data on intern evaluations revealed that (1) the internship provided an educationally meaningful experience, (2) understanding of their field was enhanced through learning about job attitudes and expectations, and experience with new equipment, (3) personnel at the work sites were willing and able to provide needed assistance, and (4) time to accomplish the internship was difficult to find. Evaluations from employers were positive, indicating that the interns sought out activities and were satisfied by their performance as professionals seeking to attain skills for later use in the classroom. It was concluded that the Illinois Model was acceptable in terms of transportability and diffusion. Suggestions and recommendations are made concerning teacher awareness of opportunities for internships in industry, and the part that schools and universities should play in such efforts. The appendixes contain various examples of forms and correspondence used in the study. (HD)

ED 132 299 CE 008 594
The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration: Phase IV. Final Project Report.

Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Report No—PCE-D6-023

Pub Date 15 Aug 76

Note—128p.; For related documents see ED 089 096, ED 102 319, and ED 114 561

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Educational Administration, Educational Research, Graduate Students, *Graduate Study, Higher Education, Job Skills, Models, *Performance Based Education, Professional Training, *Program Administration, *Program Development, Program Evaluation, *Vocational Education

Phase IV of the project entitled Occupational Education Administration Project (OEAP) presents the results of a comprehensive assessment to evaluate the effects of OEAP with respect to achievement and subsequent administrative performance of participating students. (OEAP, as a total project, was designed to (1) field test the model performance-based Occupational Education Administrator Program under typical graduate education conditions, (2) write and refine affective performance indicators, (3) conduct followup and revalidation of the identified occupational education administration performance statements, (4) provide all program participants with the education necessary to obtain Illinois Level I Administrative Endorsement for Certification, and (5) place program participants in occupational education administrative positions commensurate with their acquired abilities and credentials by a specified date.) It was concluded that a great deal of learning did occur during participation in OEAP and that OEAP alumni exited the project with substantial cognitive and affective proficiency in the 159 competencies which comprise the Occupational Edu-

cation Administrator's professional role. The document includes further discussion of project conclusions, and suggestions for further research. Appendix A, Occupational Education Administration Project: Competency List with Cognitive and Affective Sample Indicators, covers the majority of the document (78 pages). Four additional appendixes provide other information related to OEAP. (HD)

ED 132 300 CE 008 599

Carter, David M. And Others

Tasks Essential to Successful Performance as a Tobacco Producer. Summary of Research.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Production, *Agricultural Skills, *Farm Management, Farm Occupations, Job Analysis, *Job Skills, Occupational Information, Occupational Surveys, State Surveys, *Task Analysis, *Tobacco, Vocational Agriculture

Identifiers—Ohio

The major purpose of the occupational survey was to identify the skills which are performed and essential for success for a tobacco producer. The specific objectives of this survey were: (1) develop and validate an initial task inventory for the tobacco producer, (2) identify the specific tasks performed by the tobacco producer, and (3) determine the relative importance of the specific tasks to successful employment as a tobacco producer. Procedures included constructing an initial task inventory, validating the initial inventory, selecting a sample of workers, collecting data, and analyzing data from 32 producers in Ohio. The 134 task statements were listed under eight duty areas: (1) liming and fertilizing tobacco crops, (2) controlling weeds, insects, and diseases, (3) establishing and maintaining tobacco plant beds, (4) setting tobacco, (5) topping and controlling suckers, (6) harvesting and transporting tobacco to storage, (7) housing tobacco, and (8) tying, marketing, and shipping tobacco. Half of this report consists of the list of tasks in each duty area followed by the percentage of the sample which performs that task and the average rating of importance for that task (on a scale of 1-3). (HD)

ED 132 301 CE 008 601

Moore, Eddie A.

Agribusiness and Natural Resources in Michigan: Manpower Needs, Competencies Needed, School Program Characteristics. Summary of Research. Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date Jun 76

Note—53p.; For related documents see CE 008 431 and CE 008 658

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Agribusiness, Agricultural Education, Agricultural Engineering, Agricultural Occupations, Agricultural Production, Agricultural Skills, *Educational Needs, Educational Opportunities, Job Analysis, Job Skills, *Manpower Needs, *Natural Resources, Occupational Information, Occupational Surveys, Ornamental Horticulture, Secondary Education, State Surveys, *Statewide Planning, Vocational Agriculture

Identifiers—Michigan

Designed to assist in the planning of statewide programs of vocational agriculture in Michigan, this report is also intended to assist local educators, administrators, and concerned citizens in planning needed vocational agriculture programs in Career Education Planning Districts. Procedures and findings are presented of a comprehensive analysis of Michigan agricultural education programs and their relationships to agricultural manpower needs and job competency requirements on a statewide basis. Information is presented in the following categories: (1) Agricultural manpower needs primarily for Michigan vocational agricultural graduates over a 5-year period (1974-1979); (2) competencies needed by Michigan vocational agriculture graduates to enter various agricultural occupations; (3) typical characteristics of vocational agricultural

programs in Michigan; (4) congruencies and differences in existing vocational agriculture programs in terms of jobs available, career patterns, competencies required for entry, and competencies being developed in present programs; and (5) recommendations for further study and related activities. Data is organized under the following occupational categories: agricultural production, agricultural supplies/services, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, forestry, and other. (HD)

ED 132 302 CE 008 602
Policy Implications of Current Research in Agricultural Education. Central Region Research Conference in Agricultural Education. Proceedings of Annual Meeting (29th, Columbia, Missouri, July 29-31, 1975).

Missouri Univ., Columbia.

Pub Date Jul 75

Note—121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Agricultural Education, Conferences, Curriculum, *Educational Improvement, Educational Needs, *Educational Planning, Educational Policy, Educational Research, Foreign Countries, High School Students, Policy Formation, *Program Evaluation, Secondary Education, Speeches, Statewide Planning, Vocational Agriculture

Research on the following topics is presented in this publication: "Analysis of Factors Related to the Educational Plans of Iowa Vocational Agriculture Students," "Development of a Statewide System for Follow-up of Vocational Graduates that Has Implementation for Usage by Local Educational Agencies," "Factors Influencing Ninth and Tenth Grade Vocational Agriculture Enrollment Decisions and Level of Competency of Students Entering Area Vocational Centers," "Determination of A Common Core of Basic Skills for Vocational Agriculture Instruction," "A Comparison of Agricultural Education Students and Students in Other Agricultural Curricula and Factors Related to Their Curriculum Choice," "Development of Instructional Materials for Use by Indiana Vocational Teachers in Teaching Leadership and Character Development to Youth in Indiana," "Effects of Class Time, Practice Time, and Teaching Methods Upon Cognitive and Psychomotor Skill Achievement in Teaching Small Gas Engines," "The Dissemination/Diffusion Process in Selected Florida Schools," "Agricultural Education System/Process: The Diffusion of Agricultural Technology with a Discussion of the Contest as a Diffusion Technique," "A Method for Record-Keeping and Analysis of Equipment and Related Costs by Educational Program," and "Evaluation of Agricultural Education Program Activities at the Federal University of Santa Maria, Brazil, 1971-1973." Each topic contains the purpose of the study, procedures or methods used, and a summary. A copy of the program, list of participants, and the minutes of the meeting are included. (HD)

ED 132 303 08 CE 008 603
Phelps, L. Allen And Others

Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation. Final Report. A Report on the National Workshop on Vocational Education for Special Needs Students (January 13-15, 1976). Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education; Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 76

Grant—PCE-A6-021

Note—265p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Educational Trends, *Handicapped, Higher Education, *Job Skills, Professional Personnel, *Professional Training, School Personnel, Special Education, Special Education Teachers, *Staff Improvement, *Teacher Education, Teachers, Teacher Workshops, Teaching Models, *Vocational Education

This report describes a workshop designed and implemented as a team effort by teachers from the vocational education and special education departments at the University of Illinois and the University of Kansas. It is noted that activities at the workshop revolved around meeting the

unique needs of ten university-state department teams in developing and/or expanding their programs. In addition to being useful to vocational and special educators interested in the personnel preparation process, this report is also designed for use by those individuals in local educational agencies who have the responsibility for staff development and inservice education. Part I describes the presentations and activities of the workshop, pre-workshop planning, and post-workshop followup. An evaluation of each of these major phases is also included. Part II is a description and analysis of the professional tasks which were identified as critical for personnel involved in vocational programming for special needs students. The personnel preparation models prepared by the ten attending teams are included in Part III. A list of participants, bibliography, and 11 appendixes (relating to the workshop and special education) are included. (HD)

ED 132 304 CE 008 607

Hanson, Phillip J.

Introduction to Marine Corps Task Analysis.

Training Manual II. Technical Report No. 10.

California State Univ., Los Angeles.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Mar 76

Contract—N00014-74-A-0436-0001; NR-151-370

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Computer Oriented Programs, Human Resources, Job Skills, *Manpower Utilization, Manuals, Military Personnel, *Program Administration, *Task Analysis, Technical Reports

Identifiers—CODAP, Comprehensive Occupational Data Analysis Programs, *Marine Corps, United States

Designed to aid in the orientation of personnel newly assigned to the Office of Manpower Utilization (OMU), Marine Corps Headquarters, this manual provides a brief overview of Marine Corps Task Analysis (TA) by presenting the basic steps in this process, which are (1) construct a task inventory, (2) administer self-report inventory, (3) analyze, using the Comprehensive Occupational Data Analysis Programs (CODAP), (4) recommend solutions to identified problems, and (5) secure approval of recommendations. OMU's major goal of improving the utilization of human resources in the Marine Corps is discussed, and the way the staff is organized to accomplish this is presented. Appendixes provide brief descriptions of TA terms and a synopsis of CODAP used to define jobs in an occupational field. (Author/HD)

ED 132 305 CE 008 625

Dickinson, Jonathan

Theoretical Labor Supply Models and Real World Complications. Institute for Research on Poverty. Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 75

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Employment, Employment Opportunities, *Income, Labor Force, *Labor Market, *Labor Supply, Leisure Time, Males, *Mathematical Models, Tax Rates, Unemployment, Wages

Identifiers—Income Taxes

This paper discusses discrepancies between the observable labor market and the idealized world which is assumed in theory. The proposed solutions are focused on the development of an empirical model applicable to data on prime-age males from the Michigan Panel Study of Income Dynamics, but the author notes that many of these issues are relevant for the construction of models for other groups. The discussion covers five basic areas: (1) The potential limitations of the simple labor supply model, based only on income-leisure tradeoffs, are discussed. (2) Sources of randomness in observed labor supply behavior and its consequences for the stimulation of systematic labor supply responses are considered, and the intertemporal variation are discussed. (3) The model is extended to accommodate earnings opportunities other than a simple constant wage rate, with increasing marginal income tax rates

and overtime premiums being the major factors considered. (4) Demand-related factors that prevent workers from achieving marginal equilibrium at their marginal wage rates are explored, and criteria are suggested for the selection of a sample of workers who are less seriously affected by these problems. (5) The treatment of time lost due to unemployment and illness is discussed in the context of a model developed by Samuel Rea, which is also applied to time spent commuting to work. (Author/HD)

ED 132 306 CE 008 627

Construction Electrician 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10636-H

Pub Date 76

Note—626p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-053-1810)

EDRS Price MF-\$1.16 HC-\$34.15 Plus Postage.

Descriptors—Autoinstructional Aids, *Construction (Process), Correspondence Courses, Electrical Systems, *Electricians, Instructional Materials, *Job Training, Manuals, Military Training, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study package provides subject matter that relates directly to the tasks required of the Construction Electrician, which include abilities to install, operate, service, and overhaul electric generating and distribution systems and wire communications systems; and control the activities of individuals and crews who string, install, and repair interior, overhead, and underground wires and cables, and attach and service units, such as transformers, switchboards, motors, and controllers. Contents include a 15-chapter text followed by a subject index and the associated nonresident career course (12 reading assignments and technical questions based upon each occupational standard in the respective assignment.) Chapter headings are (1) Meet the Construction Electrician, (2) Safety, (3) Blueprints, Diagrams, and Schematics, (4) Special Tools, (5) Test Equipment, (6) Control and Protective Equipment, (7) Shopwork, (8) Interior Wiring, (9) Central Power Stations, (10) Overhead Power Distribution, (12) Communications Systems, (13) Telephone Cable Splicing, (14) Administration, and (15) Basic Electronic Components and Circuits. The appendix includes the U.S. customary and metric system units of measurement. (HD)

ED 132 307 95 CE 008 642

Walling, Harry G., Jr.

A Study of Postsecondary Continuing Education Needs of Human Service Agency Personnel in Northeastern New York State.

State Univ. of New York, Albany. Coll. of General Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—43p.; For a related document see ED 121 951

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Community Agencies (Public), *Educational Interest, *Educational Needs, Educational Research, Human Services, *Nonprofessional Personnel, Post Secondary Education, Professional Continuing Education, *Professional Personnel, Public Service Occupations, *Social Agencies

Identifiers—New York

Three hundred and forty individuals, employed at 32 randomly selected human service agencies, completed a questionnaire to determine the educational needs of an estimated 3,000 employees of 159 human service agencies in the four county Capital District of New York State. Analysis of the data indicated that human service agency personnel in the Capital District (1) are typically younger than 40 years of age, (2) are two-thirds female, (3) graduated from college within the past 10 years, and (4) are highly motivated to enroll in continuing education courses, particularly those which are scheduled one night per week. The Respondent Profile is presented in Tables 1 through 6, and data on Interest and Participation

16 Document Resumes

in Continuing Education in Tables 7 through 14. Tables 15 through 21 identify skill areas in which human service agency personnel would like to take courses, the times and location at which they would like to take them, how much they would be willing to pay for them, and a variety of additional data. (WL)

ED 132 308 CE 008 643

ACTION. Annual report. 1975.

ACTION, Washington, D.C.

Pub Date 75

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annual Reports, Federal Programs, *International Programs, *Program Descriptions, Social Factors, *Socioeconomic Influences, *Voluntary Agencies, Volunteers

Identifiers—*ACTION, *Peace Corps, United States

After an introduction, which notes a continued growth in ACTION's programs and provides brief comments on new developments in the major ones, the major content is presented in six topics: (1) International Operations, which gives an account of Peace Corps activities in Africa, Latin America, Asia, Near East, and the Pacific; (2) Domestic Operations, describing such programs as VISTA, Service Learning Programs, University Year, Youth Challenge Program, and others according to 10 regions of the country; (3) International Operations Statistics; (4) Recruitment and Communications; (5) Domestic Operations Statistics; and (6) Financial Statement. Appropriate tables supplement content. (WL)

ED 132 309 CE 008 658

Thummel, William L. And Others

Agribusiness and Natural Resources Education in Michigan. Job Competencies Needed. A Tabular Supplement to the Final Report.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.; Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Report No.—3254-7125

Pub Date Aug 75

Note—453p.; For related documents see CE 008 431 and CE 008 601

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Skills, Educational Research, Job Analysis, Job Skills, *Natural Resources, Occupational Clusters, Occupational Information, Off Farm Agricultural Occupations, State Surveys, *Tables (Data), *Task Analysis, Vocational Agriculture

Identifiers—Michigan

This manual contains a tabular report of the competency identification of job task analysis component (Part Two) of the research project entitled "Agribusiness and Natural Resources Education in Michigan: Employment Demand, Competencies Required, and Recommended Delivery Systems." The data is a tabular supplement to Chapter III of the final report. Lists of several hundred validated tasks or competencies are compiled into 100 tables providing information for use in developing performance objectives, instructional modules, or evaluation procedures related to 22 different occupations in the following four occupational clusters: agricultural production, environmental horticulture, farm implement repair, and biological-technical services in agriculture. Tables are arranged in seven different sets or series on the basis of similar information for each of the occupations/industries in the group. A complete analysis of one occupation can be made by use of one table of each series. (HD)

ED 132 310 CE 008 671

Aerographer's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10363-E

Pub Date 76

Note—578p.; For a related document, see ED 105 253; Charts in Appendix are marginally legible due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-8160)

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—Autoinstructional Aids, Correspondence Courses, Instructional Materials, *Job Training, Manuals, *Meteorology, Military Training, Subprofessionals, Technical Occupations, Textbooks

Identifiers—*Aerographers, Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this self-study package provides subject matter that relates directly to the occupational qualifications of the Aerographer's Mate rating. Contents include a 17-chapter text, a 15-item appendix followed by a subject index and the associated nonresident career course (twelve reading assignments and technical questions based on the 17 chapters). Chapter headings are (1) Aerographer's Mate Rating, (2) Pressure, (3) Wind Equipment, (4) Temperature, Humidity, and Precipitation, (5) Clouds and Visibility, (6) Radar and Satellite Equipment, (7) Communications Equipment and Operational Procedures, (8) Office Equipment, (9) Specialized Meteorological Equipment and Their Uses, (10) Watch Routine, (11) Watch Routines (Continued); (12) The Governing Fundamentals of Meteorology, (13) Circulation of the Atmosphere, (14) Air Masses and Fronts, (15) Meteorological Elements, (16) Fundamentals of Oceanography, and (17) Administration, Publications, and Supply. (HD)

ED 132 311 CE 008 682

Wolozin, Harold

The Value of Volunteer Services in the United States.

ACTION, Washington, D.C.

Pub Date 15 Oct 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Economic Climate, National Surveys, *Social Factors, Social Indicators, Socioeconomic Influences, *Trend Analysis, *Voluntary Agencies, *Volunteers

Identifiers—United States

Estimates of the annual value of volunteer services in the United States for the period from 1965 to 1974 are presented in this study, with the first goal being to estimate the value of volunteer services for the benchmark year 1974. Its reference points are based upon the results of a national survey of volunteer services sponsored by ACTION (agency for volunteer service) in 1974, and the Department of Labor's 1965 study, "Americans Volunteer." The period from 1965 to 1974 is also analyzed, with alternative assumptions concerning the scope of volunteer services. Secondly, this study analyzes the problem of constructing these estimates, as well as certain methodological and substantive issues raised by the study. Third, it introduces the concept of unorganized volunteer services and explores such issues as their contribution to total volunteer product and the possibility of understatement since this fact was omitted in the Labor and ACTION surveys. Finally, after a discussion of the institutional root of volunteerism, the study concludes with recommendations for further surveys and research. (WL)

ED 132 312 08 CE 008 739

Rios, Edwin T.

Development of Career Awareness Materials for Spanish-Speaking Migrant Children. Grades K-6. A Technical Report. An Executive Summary.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—10p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, *Career Awareness, *Curriculum Development, Elementary Education, Instructional Materials, *Material Development, *Migrant Child Education, Program Evaluation, Reading Development, *Reading Level, Spanish Speaking

Twelve different career education bilingual (Spanish-English) curriculum units were the results of a project designed to develop educational materials, for use in classrooms, which would simultaneously provide career information

to the Spanish-speaking migrant student at the elementary level. Each Curriculum unit, containing three booklets, was developed at different levels of student reading ability—Level A (non-reader), Level B (beginning reader) and Level C (advanced reader), for a total of 36 different books (modules). Each book was designed as a self-contained learning module comprised of a teacher manual, two student activities, and a set of criterion referenced tests. These materials were field tested using a national advisory panel, and 78 teachers and 1,488 students from seven states representing three major migrant streams—western, central, and eastern. The students were representative of the two main Spanish-speaking groups, Mexican-American and Puerto Rican. Results showed that the objectives of the project had been met and that the materials (1) are useful for interstate, intrastate, or settled out migrants, (2) are useful for non-migrant Spanish-speaking students, including those beyond the sixth grade, (3) can be infused by teachers into the traditional school curriculum, or by parents, resource teachers, and teacher aides in separate programs, i.e., summer school, (4) are useful over a wider geographical area due to their bilingual quality, and (5) have a demonstrable ability to help the student relate positively to his local school and home environment. (TA)

ED 132 313 08 CE 008 740

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Fruit Grower. Level A.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—100p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Farm Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plans

Identifiers—*Fruit Growers

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the fruit grower. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the fruit grower at the entry and professional levels, unit objectives, major activities (a story and a play), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 314 08 CE 008 741

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Cattle Rancher. Level A.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—82p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Farm Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Cattle Ranchers

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the cattle rancher. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the cattle rancher at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 315 08 CE 008 742
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Auto Mechanic. Level A.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76
Contract—OEC-0-74-9245

Note—90p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-0.83 HC-\$4.67 Plus Postage.

Descriptors—*Auto Mechanics (Occupation), *Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on auto mechanic. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to auto mechanic at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities.

All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 316 08 CE 008 743
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Telephone Operator. Level A.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76
Contract—OEC-0-74-9245

Note—95p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Service Occupations, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Telephone Operators

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the telephone operator. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the telephone operator at the entry and professional levels, unit objectives, major activities (four short stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 317 08 CE 008 744
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Appliance Repair Person. Level A.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76
Contract—OEC-0-74-9245

Note—97p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-0.83 HC-\$4.67 Plus Postage.

Descriptors—*Appliance Repairing, *Career Awareness, Career Education, Electrical Occupations, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the appliance repair person. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1)

Teaching Unit, which includes a listing of occupations related to the appliance repair person at the entry and professional levels, unit objectives, major activities (two plays), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 318 08 CE 008 745
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Shipping and Receiving Clerk. Level A.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76
Contract—OEC-0-74-9245

Note—103p.; For related documents see CE 008 739-775

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EDRS Price MF-0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Awareness, Career Education, Clerical Occupations, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Shipping and Receiving Clerks

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the shipping and receiving clerk. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the shipping and receiving clerk at the entry and professional levels, unit objectives, major activities (a story and a simulation), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the story and play presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 319 08 CE 008 746
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Butcher. Level A.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76
Contract—OEC-0-74-9245

Note—93p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Food Service Occupations, Group Instruction, Individual Instruction, Instructional

Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Butchers

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the butcher. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the butcher at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 320 08 CE 008 747

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Bank Teller. Level A.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—74p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Banking, *Career Awareness, Career Education, Elementary Education, English (Second Language), Finance Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Bank Tellers

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the bank teller. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the bank teller at the entry and professional levels, unit objectives, major activities (a story and a series of three short skits), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the story and plays presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 321 08 CE 008 748

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Sales Clerk. Level A.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—76p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Sales Occupations, *Sales Workers, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the sales clerk. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the sales clerk at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 322 08 CE 008 749

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Beautician. Level A.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—88p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, *Cosmetologists, Cosmetology, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the beautician. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the beautician at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the

stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 323 08 CE 008 750

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. School Nurse. Level A.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—80p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, Professional Occupations, *Reading Development, Reading Level, *School Nurses, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the school nurse. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the school nurse at the entry and professional levels, unit objectives, major activities (a story and a dramatization), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the story and play presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 324 08 CE 008 751

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Police Officer. Level A.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—87p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Police, Public Service Occupations, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the nonreading level (Level A), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the police officer. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-

migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the police officer at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide full-page pictures corresponding to the sequences of the stories presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 325 08 CE 008 752

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Fruit Grower. Level B.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—89p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Farm Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Fruit Growers

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the fruit grower. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the fruit grower at the entry and professional levels, unit objectives, major activities (a story and a play), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 326 08 CE 008 753

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Cattle Rancher. Level B.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—79p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second

Language), Farm Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Cattle Ranchers

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the cattle rancher. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the cattle rancher at the entry and professional levels, unit objectives, major activities (a story and an activity chart), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 327 08 CE 008 754

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Auto Mechanic. Level B.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—73p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Auto Mechanics (Occupation), *Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the auto mechanic. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the auto mechanic at the entry and professional levels, unit objectives, major activities (a story and a play), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 328 08 CE 008 755

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Telephone Operator. Level B.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—74p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Service Occupations, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Telephone Operators

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the telephone operator. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the telephone operator at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations corresponding to discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 329 08 CE 008 756

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Appliance Repair Person. Level B.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—71p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Appliance Repairing, *Career Awareness, Career Education, Electrical Occupations, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the appliance repair person. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the appliance repair person at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text

and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 330 08 CE 008 757
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Shipping and Receiving Clerk. Level B.
 Educational Factors, Inc., San Jose, Calif.
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
 Pub Date Jun 76

Contract—OEC-0-74-9245
 Note—72p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—*Career Awareness, Career Education, Clerical Occupations, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Shipping and Receiving Clerks
 Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the shipping and receiving clerk. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the shipping and receiving clerk at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 331 08 CE 008 758
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Butcher. Level B.
 Educational Factors, Inc., San Jose, Calif.
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
 Pub Date Jun 76
 Contract—OEC-0-74-9245
 Note—82p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Food Service Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Butchers
 Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the butcher. (The curriculum unit is one of a series of 12 curriculum units,

each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the butcher at the entry and professional levels, unit objectives, major activities (a play and a story), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 332 08 CE 008 759
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Bank Teller. Level B.
 Educational Factors, Inc., San Jose, Calif.
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
 Pub Date Jun 76
 Contract—OEC-0-74-9245

Note—78p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—*Banking, *Career Awareness, Career Education, Elementary Education, English (Second Language), Finance Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Bank Tellers
 Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the bank teller. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the bank teller at the entry and professional levels, unit objectives, major activities (a story and a simulation), coordinated subjects (reading and social studies), attitude and awareness concepts and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 333 08 CE 008 760
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Sales Clerk. Level B.
 Educational Factors, Inc., San Jose, Calif.
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
 Pub Date Jun 76
 Contract—OEC-0-74-9245

Note—73p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Sales Occupations, *Sales Workers, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the sales clerk. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the sales clerk at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 334 08 CE 008 761
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Beautician. Level B.
 Educational Factors, Inc., San Jose, Calif.
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
 Pub Date Jun 76
 Contract—OEC-0-74-9245

Note—82p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—*Career Awareness, Career Education, *Cosmetologists, Cosmetology, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the beautician. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the beautician at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 335 08 CE 008 762
Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. School Nurse. Level B.
 Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—63p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, Professional Occupations, *Reading Development, Reading Level, *School Nurses, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the school nurse. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the school nurse at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 336 08 CE 008 763

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Police Officer. Level B.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—81p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Police, Public Service Occupations, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the beginning reader level (Level B), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the police officer. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the police officer at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching

unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 337 08 CE 008 764

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Fruit Grower. Level C.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—77p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Farm Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Fruit Growers

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the fruit grower. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the fruit grower at the entry and professional levels, unit objectives, major activities (two plays), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 338 08 CE 008 765

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Cattle Rancher. Level C.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—83p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Farm Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Cattle Ranchers

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on cattle ranching. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to

develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to cattle ranching at the entry and professional levels, unit objectives, major activities (two plays), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 339 08 CE 008 766

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Auto Mechanic. Level C.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

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Note—69p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Auto Mechanics (Occupation), *Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the auto mechanic. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the auto mechanic at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 340 08 CE 008 767

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Telephone Operator. Level C.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—68p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second

Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Service Occupations, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Telephone Operators

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the telephone operator. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the telephone operator at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous page-by-page basis. (TA)

ED 132 341 08 CE 008 768

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Appliance Repair Person. Level C.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—65p.; For related documents see CE 008 739-775

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EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Appliance Repairing, *Career Awareness, Career Education, Electrical Occupations, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan
Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the appliance repair person. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the appliance repair person at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 342 08 CE 008 769

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Shipping and Receiving Clerk. Level C.
Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

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EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Clerical Occupations, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Shipping and Receiving Clerks

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the shipping and receiving clerk. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the shipping and receiving clerk at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 343 08 CE 008 770

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Butcher. Level C.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—84p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Food Service Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Butchers

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the butcher. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the butcher at the entry and professional levels, unit objectives, major activities (a story and a play), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on

the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 344 08 CE 008 771

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Bank Teller. Level C.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—87p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Banking, *Career Awareness, Career Education, Elementary Education, English (Second Language), Finance Occupations, Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Identifiers—*Bank Tellers

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the bank teller. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the bank teller at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 345 08 CE 008 772

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Sales Clerk. Level C.

Educational Factors, Inc., San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—79p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Sales Occupations, *Sales Workers, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a

curriculum unit on the sales clerk. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the sales clerk at the entry and professional levels, unit objectives, major activities (two stories), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 346 08 CE 008 773

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Beautician. Level C.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—96p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, *Cosmetologists, Cosmetology, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the beautician. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the beautician at the entry and professional levels, unit objectives, major activities (a story and a play), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 347 08 CE 008 774

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. School Nurse. Level C.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—73p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, Professional Occupations, *Reading Development, Reading Level, *School Nurses, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the school nurse. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the school nurse at the entry and professional levels, unit objectives, major activities (a story and a play), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 348 08 CE 008 775

Discover the World of Work. Teacher's Guide/Student Materials. Spanish/English Career Education Materials. Grades K-6. Police Officer. Level C.

Educational Factors, Inc., San Jose, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 76

Contract—OEC-0-74-9245

Note—65p.; For related documents see CE 008 739-775

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01572-2, \$49.00 per set)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, Career Education, Elementary Education, English (Second Language), Group Instruction, Individual Instruction, Instructional Materials, Learning Activities, *Learning Modules, *Migrant Child Education, Migrant Education, *Police, Public Service Occupations, *Reading Development, Reading Level, Spanish Speaking, Teaching Guides, *Unit Plan

Developed for the Spanish-speaking student at the advanced reader level (Level C), this booklet is one of three modules (Levels A, B, and C) in a curriculum unit on the police officer. (The curriculum unit is one of a series of 12 curriculum units, each on a different occupation, designed to develop career awareness in migrant and non-migrant Spanish-speaking students at different reading levels, particularly in grades K-6.) The booklet is divided into three sections: (1) Teaching Unit, which includes a listing of occupations related to the police officer at the entry and professional levels, unit objectives, major activities (a story and a mock trial), coordinated subjects (reading and social studies), attitude and awareness concepts, and a suggestion for a large group experience which would provide a broad focus on the career cluster; (2) Student Activities I and II (in separate sections), which provide text and illustrations with corresponding discussion questions and activities presented in the teaching unit, and which allow the testing of student learning according to unit objectives; and (3) Criterion Referenced Tests, which correspond to the two student activities. All information is presented in both English and Spanish on a simultaneous, page-by-page basis. (TA)

ED 132 349 CE 008 776

Haase, Patricia T. And Others

A Workbook on the Environments of Nursing. Theoretical Framework, Part 1. Pathways to Practice, Vol. 3.

Southern Regional Education Board, Atlanta, Ga.
Nursing Curriculum Project.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Sep 74

Note—130p.; For related documents, see ED 090 843, ED 097 849, and CE 008 525-526

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Development, Educational Change, Educational Trends, *Females, Higher Education, *Medical Services, *Nursing, Program Descriptions, *Role Perception, Social Environment, *Systems Analysis

This third volume, one of the products in the Nursing Curriculum Project series "Pathways to Practice", presents the results of an extended examination of three social elements that impinge directly upon the nursing profession: feminism, higher education, and health care. These elements are fully discussed in separate papers (presented as chapters): (1) Feminism and Nursing: How the Ethos Defines a System, (2) Higher Education: Trends and Tenors, and (3) The Changing Health Care System: Nursing's Immediate Environment. Other major topics cover basic assumptions about the environments of nursing, emerging themes from these environments, and a description of the Nursing Curriculum Project. Selected references and a roster of members of the project seminar are appended. (HD)

ED 132 350 CE 008 793

Griffith, William S. Cervero, Ronald M.

The Adult Performance Level Program: A Serious and Deliberate Examination.

Pub Date 20 Nov 76

Note—20p.; Paper presented at the National Association of Public Continuing Adult Educators (New York City, November 20, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education Programs, Curriculum Development, Educational Needs, Educational Objectives, Federal Programs, High School Equivalency Programs, Instructional Systems, *National Competency Tests, *Performance Tests, *Program Effectiveness, Program Evaluation, Test Validity

Identifiers—*Adult Performance Level Program

Noting that the Federal adult education program, Adult Performance Level Program (APL), only affects 1% of its target population, the author examines the program and concludes with seven major observations: (1) Increased attention should be given to the admonition, "Users of the instrument should have a general knowledge of the principles of measurement"; (2) The promotion of the APL concept by the U.S. Office of Education (USOE) is an instance of Federal leadership whose appropriateness is open to question; (3) The USOE has done an unusually thorough and effective job of publicizing and promoting the APL approach; (4) The American College Testing Program has clearly committed itself to the refinement, adaptation, publication, and distribution of APL materials; (5) The APL concept has not yet been fully operationalized; (6) Consideration should be given to the extent to which the General Educational Development (GED) tests and the APL measure the same set of basic skills; and (7) The concentration of attention by the USOE and State Department of Education on the APL system will be a commendable investment of human and financial program resources to the extent that it results in the development of ABE programs which are more effective than existing programs in recruiting, retaining, and teaching adults in the target population. (WL)

ED 132 351 CE 008 835

The Earnings Gap Between Women and Men.

Women's Bureau (DOL), Washington, D.C.

Pub Date 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Educational Background, *Females, Income, *Males, Occupations, Professional Occupations, Racial Differences, *Salary Differentials, Tables (Data), Wages

Identifiers—United States

Differences between the earnings of men and women suggest that women are being paid less for doing the same job. Factors that attribute to the wage differences are (1) women are concentrated in those occupations which are less skilled and in which wages are relatively low, (2) women working on full-time schedules tend to work less overtime than men, (3) although women are as

well educated as their male counterparts in terms of median years of schooling completed, there are differences in the kinds of education, training, and counseling they receive, which directs them into traditional and low-paying jobs, and (4) women on the average have fewer years of work-life experience than men. Studies have shown, however, that even after adjusting for some of these and other factors such as age, region, and industrial concentration, much of the male-female earnings differential remains unexplained representing a maximum measure of discrimination. Discussion of wage differences is covered in the topics (1) Occupational Status, (2) Educational Attainment, (3) Work Experience, (4) Overtime Work, and (5) Differentials by Race. Eight tables, covering half the document, show different comparative aspects of male and female earnings. (WL)

ED 132 352 CE 008 840
Hoque, Naseem

Non-Formal Education for Women in Bangladesh. Supplementary Paper No. 5. Program of Studies in Non-Formal Education.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Adult Education Programs, Case Studies, Disadvantaged Groups, *Economically Disadvantaged, *Educational Development, Educational Opportunities, Educational Strategies, Foreign Countries, International Studies, National Surveys, *Nonformal Education, *Voluntary Agencies, *Womens Education

Identifiers—*Bangladesh

Using certain criteria, 4 out of 35 voluntary and nongovernmental organizations in Bangladesh, which were engaged in nonformal education among economically disadvantaged women, were selected and surveyed to identify and document their nonformal activities. Data were generated through field visits, personal interviews, observations, and examination of institutional records and reports. Analysis of data revealed that although the organizations are not yet fully stabilized, interest and attitudes among the organizers as well as the participants are positive. Participants felt that they were being benefited through the programs while the organizations found that their objectives were being achieved. Both parties realized that there are alternatives to formal schooling to help solve problems of distressed women. This report provides a complete description of the study in four chapters: Chapter 1 provides an overview of the women's organizational movement in Bangladesh, with reference to nonformal education programs; chapter 2 contains detailed case studies of 35 organizations that are involved in nonformal education; chapter 3 enumerates the general features of the case studies; and chapter 4 is a discussion on the trends of institutionalization of the programs. A bibliography and a list of exchange publications are appended. (WL)

ED 132 353 CE 008 841

"Non-Formal Education and the Role of Women and Families in Human Resource Development." Topical Acquisitions List No. 4.

Michigan State Univ., East Lansing.

Pub Date Jul 76

Note—32p.; Prepared by the Non-Formal Education Information Center

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bibliographies, Conferences, Economic Development, Educational Programs, Educational Strategies, Family (Sociological Unit), *Females, Foreign Countries, *Human Resources, *Manpower Development, *Nonformal Education, Seminars, Social Structure, *Womens Education, Working Women

The references in this listing can be divided into two main categories: those which focus on the recognition and identification of women as critical potential human resources in national development, and those which describe and evaluate nonformal education programs whose primary clientele are women and families. Each item is listed in alphabetical order under its heading. Materials containing information relevant to more

than one heading have been cross-referenced. Listings are divided into seven sections: (1) The Status of Women in Society; (2) Women's Role in Economic Development; (3) Strategies for the Integration of Women into Development; (4) Women and Education; (5) Nonformal Educational Training for Women; (6) Mass Media and Communication Strategies; and (7) Conferences and Seminars. (WL)

ED 132 354 CE 008 864

Kriesberg, Harriet M. And Others

Methodological Approaches for Determining Health Manpower Supply and Requirements. Volume I. Analytical Perspective.

Nathan (Robert R.) Associates, Inc., Washington, D.C.

Spons Agency—National Health Planning Information Center (DHEW/PHS), Rockville, Md. Report No.—DHEW-HRA-76-14511; HRP-000-7377

Pub Date 76

Contract—HRA-230-75-0067; HRA-230-75-00073

Note—83p.; For a related document see CE 008 865

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Employment Projections, Health Occupations, *Health Personnel, Health Services, Labor Market, *Labor Supply, *Manpower Needs, Manuals, *Research Methodology, Statistical Analysis

Designed to contribute to planners' understanding of the state of the art and to the improvement of health manpower planning, this monograph describes and evaluates various methods used to determine present and future health manpower supply and requirements. The methodologies presented, chosen after a review of the documents identified in the Inventory of Health Manpower Planning Activities of 1973 in the Bureau of Health Manpower, are considered to be practical with regard to the resources available to state and local health planners. This first volume provides an analytical perspective, the definition of terms, the factors that determine supply and requirements, the concepts that underlie each methodological approach, and the uses and limitations of health manpower statistics within the context of the subject area. A second volume is a manual that describes the methodology step-by-step. (WL)

ED 132 355 CE 008 865

Kriesberg, Harriet M. And Others

Methodological Approaches for Determining Health Manpower Supply and Requirements. Volume II. Practical Planning Manual.

Nathan (Robert R.) Associates, Inc., Washington, D.C.

Spons Agency—National Health Planning Information Center (DHEW/PHS), Rockville, Md. Report No.—DHEW-HRA-76-14512; HRP-000-7378

Pub Date 76

Contract—HRA-230-75-0067; HRA-230-75-00073

Note—206p.; For a related document see CE 008 864

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Employment Projections, Health Occupations, *Health Personnel, Health Services, Labor Market, *Labor Supply, *Manpower Needs, Manuals, *Research Methodology, Statistical Analysis

This second of a two-volume monograph, which describes and evaluates various methods used to determine present and future health manpower supply and requirements, is intended to contribute to planners' understanding of the state of the art and to the improvement of health manpower planning. The methodologies presented, chosen after a review of the documents identified in the Inventory of Health Manpower Planning Activities of 1973 in the Bureau of Health Manpower, are considered practical with regard to the resources available to state and local health planners. This volume is a practical manual that describes the methodologies step-by-step, including questionnaire samples and selected tables for estimating health manpower supply and requirements. A list of tables and a bibliography are also included. (Volume I provides the analytical perspective including definition of terms, discussion of concepts that underlie the methodological approach, and discussion of the uses and limitations of health manpower statistics within the context of the subject area.) (WL)

ED 132 356

Talarzyk, W. Wayne

Perceptions of Vocational Education in Ohio by Employers.

Ohio State Advisory Council for Vocational Education, Columbus.

Pub Date 75

Note—48p.

Available from—Ohio Advisory Council for Vocational Education, 5900 Sharon Woods Boulevard, Columbus, Ohio 43229

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Programs, *Employer Attitudes, Employment Practices, Employment Statistics, *Graduates, *Job Skills, *Program Effectiveness, Program Improvement, Research, State Programs, State Surveys, *Vocational Education, *Work Attitudes

Identifiers—*Ohio

With the overall objective of gathering information concerning employer's attitudes, perceptions, and opinions of Ohio's vocational education program, along with insights as to the strengths and weaknesses of the program and how it might be improved to more fully meet the needs of Ohio employers, mail questionnaires were sent to the personnel departments of 1,000 firms randomly selected from the "Directory of Ohio Manufacturers." The sample included both employers who utilize and those who do not utilize vocational education graduates. The five basic types of question sets developed to provide the data base were attitude questions, attribute importance questions, employee rating questions, open-ended questions, and classification questions. After gathering the data, the attitudinal statements, rankings of employee attributes, and ratings of vocational education and other graduates on each employee attribute were analyzed first for the total sample of 251 respondents and then for individual employer classification variables such as size of firm, percentage of employees who are vocational education graduates, and types of employees utilized. Results showed that attitudes toward and perceptions of vocational education were, in general, quite favorable. Percentages of agreement on some key statements were (1) about 60%—experience with vocational education graduates has been quite favorable, (2) 76%—vocational education students should be given more practical experience in their training, (3) 13%—vocational education students are poorly trained in school, (4) 74%—vocational education needs to have an improved image, and (5) 73%—I would like to know more about this State's vocational education program. This report contains complete explanations of the objectives, research methodology, results, conclusions, and recommendations. (WL)

ED 132 357

Feingold, S. Norman

Critical Issues in Career Guidance.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Feb 74

Note—13p.; Speech presented at the Annual Guidance Institute (17th, Fordham University, New York, N.Y., July 13, 1973)

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—Counselor's Information Service; v29 n1 Special Supplement Feb 1974

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Counseling Effectiveness, *Counseling Goals, *Counselor Performance, *Counselor Role, Counselor Training, *Educational Responsibility, Organizations (Groups), Professional Education, Speeches, *Vocational Counseling

A description of the counselor's role and identity is presented prior to the identification and discussion of 18 issues which can be raised in relation to the effectiveness of the counseling profession. The issues are representative of what many counselors feel to be most important and include provision of quality counselor education and training; quality laboratory practicum and internship experiences as an integral part of counselor education; developing greater understanding and empathy for clients different than the counselor; gaining and updating knowledge about the world of work; concern with consumer demand for greater knowledge and effective use of resources; keeping abreast of new trends in education and in women's changing roles, goals, and

career patterns; keeping up-to-date in new counseling techniques; improving the profession's image; establishing goals for the year 2000; realistic manpower forecasting, and dissemination of occupational information and career placement; increasing responsibility to parents, to themselves; ethics and professional accountability; use of paraprofessionals; and greater active involvement in social action, legislation, and community activities by counselors. The American Personnel and Guidance Association is urged to do more for its members and questions are raised about its role. (TA)

ED 132 358

CE 009 073

Feingold, S. Norman

Career Guidance and the Changing World of Work.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Dec 74

Note—9p.; Speech presented at the National Association of Industry-Education Cooperation Conference (Buffalo, New York, May 3, 1974)

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—Counselor's Information Service; v29 n4 Special Supplement Dec 1974

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Planning, *Counselor Role, Employment Patterns, *Futures (of Society), Human Resources, *Labor Market, Manpower Needs, Manpower Utilization, Speeches

Physical and educational changes and changes in family and human values are briefly discussed in this speech focusing on the changing work force. Career education and career guidance are viewed as ways to help make education and learning more relevant. Makeup of the labor market is reviewed and changes projected for ten years in the future. The author contends that counselors are in the position to help people make a contribution to themselves, their family, and society by providing them with widening educational and career opportunities. (TA)

ED 132 359

CE 009 075

Garrett, Anne E.

Career Guidance: Roles for Action.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Sep 74

Note—9p.; Speech presented at the Howard County Career Counseling and Guidance Seminar (Howard Community College, Columbia, Md., April 25, 1974)

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—Counselor's Information Service; v29 n3 Special Supplement Sep 1974

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Planning, *Counseling Effectiveness, *Counseling Goals, *Counselor Role, Educational Responsibility, Elementary Secondary Education, *Occupational Guidance

New roles are outlined for counselor action within the elementary school setting, the middle years, and junior and senior high school grades. The points enumerated are considered to be directions in which the counseling profession must go to provide the necessary leadership in career education and career guidance. It is noted that challenges created by changes in the world of work require counselors to assume a new role within the framework of career education, and that teachers, counselors, administrators, and other members of the school team, as well as businessmen, must all cooperate in the common goal of providing students with the necessary skills to pursue the career goals of their choice. (TA)

ED 132 360

CE 009 076

Basner, Shari And Others

A Curriculum Guide for Adult Educators Based on the Adult Performance Level Study.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Rhode Island State Dept. of Education, Providence.

Pub Date 76

Note—216p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Activity Units, *Adult Basic Education, *Basic Skills, Community Resources, Consumer Education, Curriculum Guides, *Daily Living Skills, Employment, Governance, Health Education, Laws, *Readiness, *Skill Development

Identifiers—Adult Performance Level

This curriculum guide was developed in Phase II of a two-phase project designed (1) to develop a model curriculum guide for all adult basic education programs in Rhode Island that reflects the goals and objectives of the Adult Performance Level Study (a study which stressed the need for adult educators to become involved with the concepts of competency-based education, coping skills, life skills, and functional literacy), and (2) to develop a behavioral objectives bank (appendix A) based on the content of the guide. The guide is designed to aid the teacher in using five content areas as the basis for instruction in literacy skills and which are structured around recognizable issues and personal needs of adult students. Introductory information provides suggestions for using the guide at the classroom or individual level, and gives an overview of objectives for each content area. The five content areas, presented in separate sections, are (1) Occupational Knowledge, (2) Consumer Economics, (3) Health, (4) Community Resources, and (5) Government and Law. Objectives and related activities, and a bibliography follow each content area. The Behavioral Objectives Bank and a listing and brief description of audiovisual materials are appended. (WL)

ED 132 361

CE 009 078

Haverland, Edgar M.

Transfer and Use of Training Technology in Air Force Technical Training: A Model to Guide Training Development. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No.—HumRRO-FR-ED-76-43

Pub Date Oct 76

Contract—F44620-74-C-0007

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Aerospace Education, *Curriculum Development, Educational Environment, Instructional Technology, Military Training, *Models, *Program Development, *Technical Education, Training Techniques

Identifiers—Air Force, United States

This guide describes the final stage in a project to develop an Air Force technical training development model and presents the model. Chapter 1 summarizes the total project and its objective to facilitate the effective use of training technology through the development of a model for matching training approaches or innovations with specific training settings. Chapter 2 summarizes the final phase in which researchers selected six different training efforts at three different schools of applied aerospace science and observed the work of Air Force training developers, closely interacting with them and discussing the nature and problems of the training development process. Chapter 3 describes revision of the previously developed model on the basis of this research. Chapter 4 presents suggestions for use of the model noting critical factors in a training setting and comparing the model (AFTEC) with the MODIA system. Chapter 5 (half of the guide) presents the model in its two phases: Phase I, intended to be used early in the process of planning and developing a training program, e.g., developing the lists of tasks and blocking out the major sections of the training course (Major headings are Objectives, Resources, Instructional Design and Management, Instructional Personnel, Student Characteristics, and Training Content), and Phase II, to be used in the actual development of the course when the detailed decisions are made concerning learning activities of the students: the preparation of a plan of instruction, study guides, workbooks, lesson plans, etc. (Major headings are Instructional Personnel, Student Characteristics, and Training Content). (JT)

ED 132 362

CE 009 080

Tools and Their Uses. Rate Training Manual.

Naval Personnel Program Support Activity, Washington, D.C.

Spons Agency—Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVPERS-10085-B

Pub Date 71

Note—187p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0500-029-0010)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Autoinstructional Aids, Correspondence Courses, *Hand Tools, Instructional Materials, *Job Training, *Machine Tools, Manuals, Military Training, Textbooks

Identifiers—Navy

One of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve, this supplementary manual contains data pertinent to a variety of tools necessary to the satisfactory performance of modern technical equipment used by the Navy. It is designed to help the learner identify tools and fastening devices by their correct names; cite the specific purposes and uses of each tool; describe the correct operation, care, and maintenance required to keep the tools in proper operating condition; and finally, perform accurate measurements. Contents include a 7-chapter illustrated text and a subject index. Chapter headings are (1) Common Handtools, (2) Common Power Tools, (3) Measuring Tools and Techniques, (4) Fastening Components and Procedures, (5) Grinding Operations, (6) Metal Cutting Operations, and (7) Miscellaneous Tasks. (HD)

ED 132 363

CE 009 081

Aviation Structural Mechanic E 3 & 2. Rate Training Manual.

Naval Training Publications Center, Memphis, Tenn.

Spons Agency—Naval Education and Training Command, Washington, D.C.

Report No.—NAVTRA-10309-C

Pub Date 72

Note—443p.

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—Autoinstructional Aids, *Aviation Mechanics, *Aviation Technology, Correspondence Courses, Instructional Materials, *Job Training, Manuals, Military Training, Subprofessionals, Technical Occupations, Textbooks

Identifiers—Navy

This manual is one of a series of training manuals prepared for enlisted personnel in the Navy and Naval Reserve who are studying for advancement according to the Aviation Structural Mechanic E (AME) rating. The text is based on the professional qualifications for the rates AME3 and AME2. Contents include a 10-chapter text and a reading list (which includes United States Armed Forces Institute (USAFI) texts recommended as study material for AME personnel) and a subject index. Chapter headings are (1) Aviation Structural Mechanic E Rating, (2) Aeronautic Publications, (3) Handtools, Tubing, and Flexible Hose, (4) Corrosion Control, (5) Pressurization and Air-Conditioning Systems, (6) Utility Systems, (7) Gaseous Oxygen Systems, (8) Liquid Oxygen Systems, (9) Egress Systems, and (10) Line Operations and Maintenance. (HD)

ED 132 364

CE 009 093

Women Workers Today.

Women's Bureau (DOL), Washington, D.C.

Pub Date Oct 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Employment Statistics, *Family Characteristics, *Individual Characteristics, Labor Force, *Working Women

Identifiers—United States

This report indicates that although during the last 55 years the ranks of women workers have risen from only one out of five to two out of five of all workers, the profile of the average woman worker has greatly changed from that of a 28-year-old single factory worker or clerk of 1920 to that of a 35-year-old woman of today who may be found in any of a great number of occupations. It is noted that women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade. Statistical profiles for women represent the majority of document and are presented for two characteristics: (1) Personal characteristics—age, marital status, children, education, minority races, and husband income and (2) employment characteristics—work life patterns, full-time and full-year workers, part-time workers, occupations, unemployment, earnings, working wives' contributions to family income, and family heads. A brief state-

ment on the outlook of women workers is included. (WL)

ED 132 365 CE 009 094

Feldman, Stuart F.
Sunbelt States Reap GI Bill Bonanza. Eastern and Midwestern Vietnam Veterans Lose Scholarship Opportunities.

Veterans Education and Training Service, Washington, D.C.

Spons Agency—National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D.C.

Pub Date 8 Dec 76

Note—42p.

Available from—Stuart Feldman, Suite 931, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Finance, *Educational Legislation, *Educational Opportunities, *Federal Legislation, *Financial Needs, Financial Problems, Government Role, Post Secondary Education, *State Aid, *Veterans, Veterans Education

The major issue covered in this report involves the unequal distribution of GI Bill education benefits in different states. It is noted that since differences in state tuition charges are not recognized, veterans in Eastern and Midwestern high-tuition states have a harder time using education and training opportunities than veterans in Sunbelt lower-tuition Western and Southern states. Major findings resulting from investigation of this issue are covered under the headings (1) General Discussion, (2) Geographic Differences Discussed, (3) Legislative Formula Produces Unexpected Results, (4) Inadequacies of the Present GI Bill for All Veterans, and (5) The Means to Provide an Adequate GI Bill for All Veterans. A final recommendation calls for corrective action by means of tuition equalizer legislation passed either by the Congress or by individual Eastern and Midwestern states to give all veterans the same chance at education. A list of tuition and fees at 4-year public colleges (1976-77), a "Washington Post" article on the GI Bill, and a news release summarizing this report are appended. (WL)

ED 132 366 95 CE 009 096

Career Guidance for Indian Youth. Final Report.

Colorado River Indian Tribes, Parker, Ariz.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Bureau No.—VO257VZ

Pub Date 30 Jun 76

Grant—OEG-0-74-1743

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, *American Indians, *Career Education, *Career Planning, Class Attendance, Cultural Differences, Cultural Factors, Disadvantaged Youth, Dropout Attitudes, *Educational Needs, Human Resources, Motivation Techniques, Occupational Guidance, *Program Effectiveness, Program Evaluation, Reading Level, Secondary Education, Self Actualization, Student Alienation, Student Attitudes, *Student Motivation, Tables (Data), Tribes, Truancy, Vocational Counseling, Youth Problems

Identifiers—Colorado

Initial research conducted by the Colorado River Indian Tribes Rehabilitation Center revealed that lack of career information available to Indian youth, lack of Indian student direction and motivation, and resultant low academic achievement inadequately prepared these students for the world of work. Consequently, a new program (involving seminars, field trips, individual and group counseling, and followup counseling) for the provision and dissemination of career information was designed which included eight specific objectives. To test the effectiveness of the program objectives, a research design was established which used one treatment group and six control groups (composed of Indian and non-Indian youth) matched according to grade, sex, age, I.Q., and achievement. Highlights of significant findings are these: (1) There was increased awareness of services offered by the Colorado River Indian Tribes and of how school problems may be related to cultural factors, and a general impression that Indian students' attitudes toward school were much improved; (2) a

significant reduction in school dropouts; (3) significant improvement in vocational awareness; (4) increased motivation toward future vocational opportunities; (5) reduced contacts with the law; (6) increased awareness of future employers; and (7) exposure to successfully employed Indians and Tribal members. (Author/TA)

ED 132 367 08 CE 009 103

Hoyt, Kenneth

Relationships between Career Education and Vocational Education. Monographs on Career Education.

Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—44p.; For these papers as separate documents see ED 130 043, ED 130 045, ED 099 623, and ED 109 463-464

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01614-1, \$0.75, minimum charge \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business Education, *Career Education, Change Strategies, *Definitions, Distributive Education, Educational Attitudes, *Educational Development, *Educational Strategies, Educational Trends, *Policy Formation, Program Development, Public Policy, Secondary Education, Teacher Role, *Vocational Education, Work Experience Programs

The five papers included in this monograph represent an attempt on the part of the Office of Career Education to clarify differences between career education and vocational education. The first paper, "Everyone's Favorite Solution Can't Be All Bad—A Reply to James O'Toole," rebuts O'Toole's seven charges against vocational education. The second paper is "Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences." Concepts of work, career, vocation, occupation, leisure, and education are defined as they relate to career, vocational, and occupational education. Implications for change in vocational education in the academic setting are also discussed. The third paper, "Career Education and Work Experience Education: Can We Join Together?" discusses implications of the career education concept for work experience educators. "Business Office Occupations and Distributive Education: Keys to Career Education," the fourth paper, suggests ways in which business and office occupations and distributive education teachers could move to convert both academic teachers and vocational educators into "career educators." The fifth paper, "Career Education: Strategies and Dilemmas," summarizes the current status of career education and discusses basic attitudinal problems facing it. (TA)

ED 132 368 CE 009 104

Worker Traits Training Unit. MA Handbook No. 314.

Manpower Administration (DOL), Washington, D.C.

Pub Date 75

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Planning, *Counselor Training, Employment Interviews, Employment Qualifications, Information Seeking, Job Search Methods, *Learning Activities, Personnel Data, Personnel Selection, *Skill Analysis, Teaching Guides, Unit Plan, *Vocational Counseling, Work Attitudes

Identifiers—Worker Traits Arrangement

This training unit provides persons involved in employment interviewing, vocational counseling, curriculum planning, and other manpower activities with a multifactor approach for obtaining information from an individual and relating the data to job requirements. It is intended to result in the development of the bridge between client potential and experience and the requirements of jobs, particularly for clients who need to make occupational or career choices or changes. The unit contains two training sessions (which include activities requiring use of the "Dictionary of Occupational Titles"—Volumes I, II, and the two supplements, "Handbook for Analyzing Jobs", and "Guide for Relating General Educational Development to Career Planning.") and three appendices. Session I, Application of Worker Traits to Client Appraisal, outlines techniques for obtaining information from the client in terms of

worker traits, and requires participants to practice developing worker traits profiles for the clients in the case histories provided. Session II, Utilization of Worker Traits Arrangement (WTA) in Formulating Vocational Goals, outlines techniques and procedures for relating data about the client to appropriate career areas of specific occupations. It contains a step-by-step procedure for relating the client data profile to the profile of job requirements for the WTA group(s), and other activities. Appendix A contains practice exercises, appendix B contains an introduction to worker traits, and Orientation to Worker Traits Arrangement (WTA) is provided in appendix C. (TA)

ED 132 369 CE 009 105

Clouse, R. Wilburn, Ed.

Administrators as Educators. Proceedings of a National Conference for Administrators of University Affiliated Facilities (Phoenix, Arizona, February 23-25, 1976).

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

Pub Date Jul 76

Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Education, Conference Reports, Conferences, Cooperative Programs, Curriculum, Decision Making, Educational Finance, Graduate Study, *Health Facilities, Higher Education, Hospitals, *Medical Education, Models, Professional Continuing Education, Program Administration, Speeches, Supervisory Training, Universities

Identifiers—University Affiliated Facilities

These proceedings, intended to provide an outline of the basic concepts presented during the conference of administrators of multidiscipline health-related organizations and to serve as a stimulus for improving training programs in University Affiliated Facilities (UAFs), include 16 papers presented by conference resource persons. They are categorized under six headings: (1) Introduction and History of Administration (two papers), (2) Administration Training in the UAF Core Curriculum (three papers), (3) Preceptor-Intern Relationships (two papers), (4) Administration Degree Programs: UAF and University Relationships (four papers), (5) Nominal Group Technique (three papers), and (6) Administration Training: Funding Criteria and Future Possibilities (two papers). Appendices contain the conference program and addresses of conference participants and consultants and resource persons. (HD)

ED 132 370 CE 009 108

Exemplary Competency-Based Vocational Teacher Education Project. Industrial Arts Component. Competency Identification Phase: Professional Competencies for Middle and High School Industrial Arts Teachers in Florida. Series No. 2.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—52p.; For related documents see ED 131 229-231, ED 131 248-251, and ED 131 272

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Demonstration Projects, Educational Research, *Industrial Arts, *Industrial Arts Teachers, Job Analysis, Models, *Performance Based Teacher Education, *Performance Criteria, State Surveys, *Task Analysis, Vocational Education

This report is one of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), a project categorized into three sections: (1) Teaching Components—Cooperative Vocational Education, Industrial Arts, Trade and Industrial, Vocational Business Education, (2) Leadership Components—Administration/Supervision, Career Education, and Research and Evaluation, and (3) Special Needs Components—Disadvantaged, and Handicapped. After presenting an overview of the competency-based vocational teacher education movement and a brief description (goals, objectives, and a conceptual model) of the total exemplary competency-based teacher education project (Project ACTIVE) at Florida State University, the Industrial Arts Component is discussed in five chapters: (1) Introduction—Competency

Identification Phase, (2) Review of Related Research, (3) Methodology for Identifying Competencies, (4) Findings and Discussion-Competencies, and (5) Conclusions. The appendices include a rating scale for use by professional personnel, letters to selected industrial arts teachers and supervisors, and an open-ended response survey. A bibliography is also included. (HD)

ED 132 371 CE 009 109

Equal Educational Opportunity Resource Handbook.

Oregon State Dept. of Education, Salem.

Pub Date Sep 76

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrative Policy, Bilingual Students, Educationally Disadvantaged, Educational Opportunities, *Equal Education, *Federal Legislation, *Handicapped, Mentally Handicapped, *Minority Groups, Physically Handicapped, Resource Guides, *State Legislation, Student Financial Aid

Identifiers—Oregon

Since theory and practice of equal educational opportunity is an issue which is currently confronting decisionmakers at all levels of American education, this handbook presents key federal regulations and Oregon statutes, and administrative rules which provide for equality in employment and in the delivery of educational services. Sources of programmatic funding for various affected student populations are also presented. Five sections are included: (1) Major Federal Provisions for Equality in the Delivery of Educational Services, (2) Major Federal Provisions for Equal Educational Employment Opportunity, (3) Major Oregon Provisions for Equality in the Delivery of Educational Services, (4) Major Oregon Provisions for Equal Educational Employment Opportunity, and (5) Sources of Federal/State Grant-In-Aid Assistance. The first four sections present information in a four-column format under the headings of Law or Regulation/Affected Classification, Major Provisions, Administering Agency, and Sources of Technical Assistance. The fifth section uses a five-column format with headings of Type of Assistance, Authorizing Legislation, Purpose, Appropriation (Dollars), Eligible/Beneficiary Applicants, and Where to Apply. An appendix of resource organizations and publications for the following groups is appended: Minority, national origin, and racial groups; educationally disadvantaged; aged; physically and mentally handicapped and special learning handicaps; female equity; and bilingual/bicultural. (WL)

ED 132 372 CE 009 113

Kowski, Frank Eittington, Julius

The Training Methods Manual.

Stephen T. Mather Training Center, Harpers Ferry, W. Va.

Spons Agency—National Park Service (Dept. of Interior), Washington, D.C.

Pub Date Aug 76

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Education, *Group Instruction, *Individual Instruction, *Instruction, Manuals, *Supervisory Training, Teacher Education, Teaching Guides, *Teaching Methods, Teaching Techniques, *Training Techniques

Identifiers—National Park Service

This manual is designed to (1) acquaint service supervisors and instructors with general principles of instruction; (2) familiarize them with the more common methods of individual and group instruction so that they will use the methods most adaptable to the subject matter and to the particular group being trained; and (3) offer an understanding of the basic tools of instruction so they can improve the effectiveness of all service activities. Emphasis is given to different methods of individual and group instruction. The individual methods described include the Four-Step Method, the Coaching Method, individual development plans, cross-training, special assignments, acting assignments, understudies, committee assignments, and programmed instruction. Group methods include lecturing, demonstration, staff meeting, conference, critique, buzz groups, brainstorming, role-playing, panel discussion, group problem-solving, case study method, in-basket exercise, fishbowl, instruments, films, film evaluation, training with TV, learner controlled instruction, tools to aid the instructor, lesson

plans, use of training aids, flip charts and chalkboards, the art of questioning, and handouts. An introductory section covers the learning environment, teaching principles, and characteristics of the adult learner. (WL)

ED 132 373 CE 009 115

Job Corps Instructor's Training Guide for the World of Work Curriculum. ET Handbook No. 321.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date Apr 76

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Basic Skills, Consumer Education, Curriculum, Curriculum Guides, Employment Interviews, Individual Development, Interpersonal Competence, Job Application, Job Search Methods, *Job Skills, *Job Training, *Skill Development, Teaching Guides, *Teaching Techniques, Unit Plan

Identifiers—Job Corps

This instructor's training guide for the Job Corps four-unit World of Work curriculum contains instructional units and teaching methods for the program, which is designed to provide corps members with the opportunity to learn the skills and behaviors necessary for getting and keeping a job. The four units in the guide and their respective contents are (1) Getting and Keeping a Job (purpose, course content, scheduling, equipment, and teaching techniques), (2) Consumer Education (purpose, course content, scheduling), (3) Supplemental Skills (understanding taxes, understanding unions, using the telephone, using the newspaper, and telling time), and (4) Exit Readiness Program (purpose and course content). Appendixes include miscellaneous teacher helps: student performance record, materials resource list, readability calculation work sheet, notes on leading class discussions, notes on techniques for relating to and communicating with corpsmen, background information on unions, a glossary of "words from the workplace," abbreviations commonly found in classified ads, and sample questions and checklist for interviews. (WL)

ED 132 374 CE 009 121

How to Prepare and Conduct Military Training.

Field Manual No. 21-6.

Army Infantry School, Fort Benning, Ga.

Spons Agency—Army Combat Arms Training Board, Ft. Benning, Ga.

Pub Date Nov 75

Note—180p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Equipment, Evaluation, Group Instruction, Lesson Plans, Military Science, *Military Training, Teaching Guides, Teaching Methods, Teaching Procedures, Training Objectives, *Training Techniques

Identifiers—Army

Designed to apply to any unit regardless of strength, mission, organization, or equipment, this field manual provides trainers with methods and techniques of preparing and conducting individual and collective training. Chapter 1 discusses the purpose and scope of this publication and explains the duties and relationship between the trainer (for whom this manual was written) and the training manager. Chapter 2 discusses the purpose of training. Chapter 3 describes a three-step, backward planning process to prepare, conduct, and evaluate training of individuals to perform their duty assignment. Chapter 4 is an introduction to collective training, which prepares soldiers to perform those team or unit tasks essential to the accomplishment of a unit's operational missions. Chapter 5 offers examples which show company level trainers how the fundamentals of collective training are used to prepare and conduct equipment-oriented collective training. Chapter 6 deals with tactical collective training. The eight appendixes include: Training Publications; Practical Exercises in Writing Training Objectives; Training Techniques, Aids, and Devices; Evaluating (Inspecting) Training; Tactical Exercises; Training Trainers to Train; Sample Lesson Plans; and an Index and Glossary of Training Terms. (HD)

ED 132 375 CE 009 124

Johnson, Donald W. Holz, Frank M.

Legal Provisions on Expanded Functions for Dental Hygienists and Assistants. Summarized by State. Second Edition.

Health Resources Administration (DHEW/PHS),

Bethesda, Md. Div. of Dentistry.

Report No.—DHEW-HRA-75-21

Pub Date 74

Note—201p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Dental Assistants, *Dental Hygienists, Dental Technicians, *Employment Qualifications, National Norms, *State Legislation, *State Licensing Boards, *State Standards

Identifiers—United States

This second edition summarizes and interprets, from the pertinent documents of each state, those provisions which establish and regulate the tasks of hygienists and assistants, with special attention given to expanded functions. Information is updated for all jurisdictions through the end of 1973, based chiefly on materials received in response to inquiries to State boards of dentistry. Although the most relevant and significant portions of the state dental laws were selected for summation and interpretation, every effort was made to retain or closely paraphrase the original text or, when it seemed appropriate, to quote directly. The National Summary section, consisting of five tables and a map, gives a composite picture of the status of expanded functions for dental auxiliaries on a nationwide basis, as these existed at the end of 1973. (HD)

ED 132 376 08 CE 009 129

Vocational Education Curriculum Specialist (VECS). Installation Guide. Instructor/Administrator Guide.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—55p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrator Education, Administrator Guides, Curriculum, Curriculum Design, *Curriculum Development, Curriculum Guides, Elementary Secondary Education, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Performance Based Education, Post Secondary Education, *Specialists, *Teacher Education, *Teacher Education Curriculum, *Vocational Education, Vocational Education Teachers

Addressed to professional teacher educators or inservice administrators, this guide introduces a set of curriculum materials designed to train the potential vocational education curriculum specialist (VECS) according to identified competencies in the conceptualization, design, implementation, management, and evaluation of vocational-technical education curriculums. The guide briefly describes the history and development, purpose, organization, major features, and techniques for implementing the competency-based curriculum, which consists of 22 modules: 6 introductory modules to bring students with minimal preparation in vocational education to readiness for training in a core program; 15 core modules, which constitute specialization units in curriculum and program design, development, implementation, management, and evaluation; and an additional module containing two seminars and a field experience unit that provides opportunities for advanced professional application of the core competencies. The chapter headings of the guide are (1) The VECS Curriculum, (Development Cycle, Topics and Sequence, and Features of the Modules), (2) Administrative Considerations (Needs, Compatibility, Key Support, Initial Planning, and Installation), (3) Instructor Considerations (Instructional Strategies and Recommendations to the Instructor), and (4) Evaluation of the VECS (Institutional Level Evaluation, Instructional Level Evaluation, and Learning Experience Level Evaluation). The appendix briefly describes the content of each module followed by the goals and objectives on which the module is based. (HD)

ED 132 377 08 CE 009 130

Vocational Education Curriculum Specialist (VECS). Module 1: The Scope of Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—103p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Objectives, *Enrollment Trends, *Financial Support, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organizations and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on historical, legal, and present definitions of vocational education, its fundamental concepts and basic objectives, the people served, and financial support. Part III, Group and Classroom Activities, suggests classroom or group activities and discussion questions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (The preface indicates that approximately 20 hours of out-of-class study will be necessary to complete this module). (HD)

ED 132 378 08 CE 009 131
Vocational Education Curriculum Specialist (VECS). Module 2: Roles of Vocational Educators in Curriculum Management. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—83p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Development, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Management, *Management Development, Post Secondary Education, Secondary Education, *Specialists, *Staff Role, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on goals and functions of curriculum management, the involvement of different vocational education personnel in curriculum management, and a rationale for the need for vocational education curriculum specialists. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part

IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 379 08 CE 009 132
Vocational Education Curriculum Specialist (VECS). Module 3: Current Trends in Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—111p.; For related documents see CE 009 129-136 and CE 009 192-106

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, Definitions, Disadvantaged Groups, *Educational Needs, *Futures (of Society), Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Needs Assessment, Post Secondary Education, *Program Design, Secondary Education, Sex Discrimination, *Social Influences, Specialists, Study Guides, Teacher Education, Technology, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on technological advances, growing public awareness of the needs of the disadvantaged, movement toward sexual equality, the environmental movement, manpower forecasting, current knowledge about the future of work and projected changes in the work force, and current concepts of providing students with job experience as a supplement to classroom instruction. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 380 08 CE 009 133
Vocational Education Curriculum Specialist (VECS). Module 5: Legislative Mandates for Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—111p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Advisory Committees, *Curriculum Development, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, National Programs, *Policy Formation, Post Secondary Education, Public Policy, Specialists, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and

workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on early and contemporary vocational education legislation, the National Study Panel Reports that provide the basis for the three major pieces of vocational education legislation, the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 381 08 CE 009 134
Vocational Education Curriculum Specialist (VECS). Module 6: Selecting Instructional Strategies for Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—106p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Strategies, Higher Education, *Instructional Design, Instructional Innovation, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. The content focus is on describing the characteristics of a variety of instructional strategies for organizing vocational education programs, specific standards for selecting curriculum experiences, and curriculum selection for different educational levels. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 382 08 CE 009 135
Vocational Education Curriculum Specialist (VECS). Module 10: Fiscal Management of Vocational Education Programs. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—73p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Development, *Educational Accountability, Educational Finance, Financial Policy, Financial Support, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, *Management Systems, Money Management, Post Secondary Education, Secondary Education, Specialists, Statewide Planning, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the concept of accountability in education, fiscal planning and management systems, the basic characteristics of State plans for vocational education, components of proposals requesting funding for vocational education programs or projects. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 383 08 CE 009 136

Vocational Education Curriculum Specialist (VECS). Module 14: General Methods and Techniques of Educational Evaluation. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—57p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, *Evaluation Methods, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, *Models, Post Secondary Education, *Program Evaluation, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the purposes and components of the prominent types or models of educational evaluation and their applicability to the evaluation of vocational education programs. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 384 95 CE 009 149

**Jones, Deborah And Others
A Guide to Assessing Ambulatory Health Care Needs in Your Community.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—AAI-74-30F

Pub Date Apr 74

Contract—RDH-1-73-RD-01

Note—101p.

Available from—Abt Associates, Inc., Cambridge, Mass. (Order No. HMD-102, \$8.00, plus \$1.50 for shipping and handling)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Guides, *Community Health Services, Demonstration Programs, Health Needs, *Medical Care Evaluation, Medical Services, Models, *Needs Assessment, *Program Planning, *Research Projects
Identifiers—Massachusetts (Boston)

Designed for health services planners and decisionmakers on the local level, this guide describes and explains a relatively low-cost short-term approach by which communities can estimate their needs for ambulatory health care services, determine the adequacy of resources to meet those needs, and understand major factors for improving ambulatory health care service delivery. The guide is one product of a demonstration study of ambulatory health care needs, resources, and priorities conducted in Boston, Massachusetts. Part One discusses the Boston study and briefly describes the basic approach presented in terms of its selection, limitations, and how it can be implemented. Part Two is a detailed description of the basic approach which involves a study comparing the actual use made of ambulatory care visits against use which would be expected from national and prepaid plan utilization experience. Explanations are provided for each of the 17 steps involved in conducting the six phases of the study. Part Three addresses things to consider in conducting the study, such as sources of information, potential problems and how to deal with them, and cost. Five appendices are included: Data Needs and Availability Summary Chart, Listing of Tables Included in the Boston Study, Sample of Parts of Tables Used to Determine Use of Medical Services in Boston, Sample Neighborhood Profile, and Sample Scheduling and Staffing Needs and Cost Worksheet. (HD)

ED 132 385 CE 009 151

Knopf, Lucille

Graduation and Withdrawal from RN Programs.

A Report of the Nurse Career-Pattern Study.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-HRA-76-17

Pub Date Nov 75

Contract—PHS-No1-NU-04117

Note—165p.; For a related document see ED 072 200

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-041-00102-5, \$1.60)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, Attendance, Careers, Comparative Analysis, Dropout Attitudes, Dropout Characteristics, Dropout Research, Dropouts, Educational Programs, Educational Research, *Graduates, Graduate Surveys, *Health Occupations Education, Higher Education, Longitudinal Studies, Nurses, *Nursing, *Professional Education, Program Attitudes, Student Attitudes, *Student Characteristics, Tables (Data), Teacher Attitudes, *Withdrawal

Based on a larger longitudinal study, this document examines three nursing groups—those entering schools preparing registered nurses in 1962, 1965, and 1967. It describes and compares those who graduated and those who withdrew before graduation and examines the reasons why the students withdraw from both the students' and the program directors' points of view. The contents include 7 chapters, 47 tables, and four appendices. Chapter headings are (1) The Nurse Career-Pattern Study, (2) Graduation and Withdrawal, (3) Variables Related to Graduation/Withdrawal, (4) School Variables and Graduated/Withdrew, (5) Reasons for Withdrawal, (6) Activities of Withdrawals after Leaving Nursing School, and (7) Discussion and Recommendations. (HD)

ED 132 386 95 CE 009 153

Anderson, Ruth

Metrics. A Resource Guide for Home Economics.

Final Report.

Indiana Univ. of Pennsylvania.

Spons Agency—Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.; Pennsylvania State Dept. of Education, Harrisburg, Bureau of Vocational Education.

Grant—EPDA-51049-5

Note—235p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Home Economics Education, Instructional Aids, Lesson Plans, *Metric System, Resource Materials, *Unit Plan

This guide is to be used as a resource for teaching metrics at various educational levels in the home economics program. The lessons are intended for flexible use by the teacher, and the contents can be adapted for use with varying abilities, ages, and teaching-learning situations. Categorized into ten units, each unit includes concepts, objectives, supportive learnings, sampling of experiences and evaluation, charts, and diagrams. The ten units are: (1) History of Measurement, (2) The International System of Units (SI), (3) The Metre (Length/Area), (4) The Litre (Volume/Capacity), (5) Grams and Kilograms (9) Using Metrics in Clothing Labs—Metric Chef's Hat, and (10) Windows and Window Treatment. The appendices include: Metric Test, Metric for Preschoolers, Metric Doll (Elementary-Middle School), Introduction to Metrics (Transparency Series), Centimetre Grid, Games, and Bulletin Board Ideas. (HD)

ED 132 387 CE 009 154

Franken, Marion E. Earnhart, Joan

An Assessment of Vocational Education in Wisconsin—1976.

State Univ. of New York, Binghamton. Center for Social Analysis.

Spons Agency—Wisconsin State Advisory Council on Vocational Education, Madison.

Pub Date 76

Note—318p.; Not available in hard copy due to small type throughout document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, Comparative Analysis, *Delivery Systems, *Educational Administration, *Educational Assessment, Financial Support, Instructional Staff, Post Secondary Education, *Program Effectiveness, Program Evaluation, Program Improvement, School District Autonomy, School Funds, State Boards of Education, *State Standards, State Surveys, Student Enrollment, Student Placement, Teacher Certification, Teacher Education, Teacher Improvement, *Vocational Education, Vocational Education Teachers, Vocational Followup

Identifiers—Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

This comparative study was conducted for the Wisconsin Advisory Council on Vocational Education in an effort to identify strengths and weaknesses of program delivery and accomplishments of several States—Illinois, Indiana, Iowa, Michigan, Minnesota, and Ohio—with a view towards making recommendations that would improve Wisconsin's total program approach and delivery. Methodology involved gathering, compiling, and analyzing data from Federal report forms, and from interviews and information gathered from the appropriate State departments. Some of the major goals accomplished by the study were the identification of the clientele and the degree to which they are served by vocational education and placed on jobs in each State; the determination of expenditures for vocational education and the sources of these funds; the identification of State and local structures that accomplish the delivery of vocational education in each State; and the determination of programs and procedures for vocational education personnel development and ways in which vocational education is reaching those in need. Fourteen council recommendations precede the description and discussion of the study, which is presented in six chapters: (1) Background of the Study, (2) Vocational Education Student Enrollments and Placement—Follow-up Activities, (3) Funding For Vocational Education in the Midwest, (4) State and Local Structures Effecting Vocational Education Delivery, (5) Career Education, and (6) Teachers, Teacher Education, and Certification. The appendices include 40 items about each State's organizational and administrative functions, educational delivery systems, and teacher certification requirements. (HD)

ED 132 388

CE 009 159

Lewis, James P. Boyle, Rebecca
Evaluation of 1975-76 Vocational and Basic Education Programs in the Eight Pennsylvania State Correctional Institutions.

Pennsylvania State Dept. of Education, Harrisburg. Office of Corrections Education.
 Pub Date Jul 76

Note—51p.; For a related document see ED 126 300

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Basic Education, Basic Skills, *Correctional Education, Corrective Institutions, Educational Programs, Job Skills, Needs Assessment, *Prisoners, *Program Attitudes, *Program Effectiveness, Program Evaluation, Research, Skill Development, *Vocational Education

In an effort to better achieve the educational program objectives of developing specific salable skills, and developing skills leading to the General Education Development completion, 321 male and 23 female offenders enrolled in adult basic education, general education development, and vocational courses in Pennsylvania's eight State institutions were evaluated concerning their attitudes towards the quality of instruction and educational services offered. (The eight institutions are Camp Hill, Dallas, Graterford, Greensburg, Huntingdon, Muncy, Pittsburgh, and Rockview.) After analyzing data collected from two forms (Educational Evaluation Form and the Training Survey) completed by the subjects, it was generally concluded that the lack of resource materials and some supportive services (i.e. limited library materials and counseling services) is a problem. However, offenders have positive values and attitudes toward the education programs in terms of entering, opportunity, benefits, and self-reliance. The document presents 18 specific conclusions and discusses four institutional recommendations. Twenty-four tables supplement the discussion of the study, and brief descriptions of each institution's educational program are also provided. (WL)

ED 132 389

CE 009 161

Escobar, Joanna Sculley Daugherty, John
An Annotated Bibliography of Adult ESL Instructional Materials.

Bilingual Education Service Center, Arlington Heights, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Pub Date Aug 76

Note—331p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Adult Education, *Annotated Bibliographies, Bilingual Education, Curriculum, *English (Second Language), English Instruction, Evaluation, *Instructional Materials, Textbook Evaluation

This annotated bibliography of adult English as a second language (ESL) student materials, available at the Illinois ESL/Adult Basic Education (ABE) Services Center, was prepared for adult ESL administrators, coordinators, teachers, and teacher aides to provide a representative sampling of materials available and to assist in the selection of instructional materials suitable for adult ESL programs. Although the bibliography includes materials considered appropriate for high school ESL, Adult Basic Education, and native English speakers, all are evaluated from the perspective of the adult ESL student. For each entry the target population, target language background, student educational level presumed, student performance ability presumed, teaching approach, pacing, frequency of use of illustrations and answers, and approximate reading level are identified. Each is also rated on a five-point evaluative scale in several language areas and on several life skills. A section for comments provides additional information on supplementary materials and those areas requiring clarification or further explanation. Entries are categorized under the following curriculum areas: Basic texts, composition, spelling, conversation, pronunciation, grammar structure, life-coping skills, reading, listening, vocational/career English, idioms, citizenship/Americanization, specific language background (Spanish, Chinese, Japanese, Vietnamese), multimedia (language master cards, supplementary kits/packets), reference, vocabulary, gaming/simulation, literacy, and science. A list of publishers' addresses is also included. (WL)

ED 132 390

CE 009 164

Jennings, Gerald D. And Others
Career Education in the High School: An Integration of Counselor and Teacher Functions.

Pub Date 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Career Planning, Counseling Programs, Counselor Role, Curriculum Development, Grade 10, In-service Teacher Education, Language Arts, Needs Assessment, Program Descriptions, *Program Effectiveness, Program Evaluation, *Program Planning, Secondary Education, Social Studies, Teacher Role, Teacher Workshops
 Identifiers—Career Maturity Inventory, Georgia (Rome)

Development, implementation, and evaluation of a career education program in the high schools of Rome, Georgia are described. Evaluation of the career education program in tenth grade social studies and language arts courses was carried out through a subjective student rating and an objective analysis of Career Maturity Inventory (CMI) scores. Analysis of the student evaluations include the following: (1) Students perceived that their teachers discussed careers principally in the language arts and social studies classes, and (2) students perceived an active involvement and support of career education on the part of teachers, counselors, and through school programming. Analysis of CMI data shows evidence in support of a positive effect of the career education program on tenth grade students' career maturity. As a result of the first year's success, the following is planned: Social studies classes will be used exclusively for the program to accomplish greater classroom consistency. Counselors will be involved in classroom activities for all high school grades, integrating the counselor's activities more fully in the curricular program of the schools. These activities will relate curriculum to general career choices, develop an understanding of students' personal characteristics and values, and focus on individual career choices. A career record file will be maintained for each student in grades 7-12 including career goals, career plans, skills needed to learn, and jobs held. (TA)

ED 132 391

CE 009 166

Lee, Billy D. Ragazzi, Ronald
Automotive Emission Control.

Colorado State Board for Community Colleges and Occupational Education, Denver; Colorado State Univ., Ft. Collins. Dept. of Industrial Sciences.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date 76

Note—279p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Pollution Control, *Auto Mechanics, *Behavioral Objectives, Curriculum Guides, Instructional Materials, *Learning Activities, *Motor Vehicles, Teaching Guides, *Unit Plan, Vocational Education

This guide designed to assist teachers in improving instruction in the area of automotive emission control curriculum includes four areas. Each area consists of one or more units of instruction, with each instructional unit including some or all of the following basic components: Performance objectives, suggested activities for teacher and students, information sheets, assignment sheet, job sheets, visual aids, tests and answers. (Units are planned for more than one lesson or class period of instruction.) The four major areas (and their respective units) are (1) Engine Pollutants (Introduction to Automotive Emission Control, Internal Combustion Engine Pollutants, Origin of Internal Combustion Engine Pollutants); Pre-Combustion Controls (Heated Air Induction Systems, Evaporative Emission System); Combustion Controls (Engine Modifications, Carburetor Modifications, Ignition Timing Systems, Transmission Controlled Spark System, Electronic Spark Control System, Exhaust Gas Recirculation System); and Post-Combustion Controls (Positive Crankcase Ventilation Systems, Air Injection System, Catalytic Converter Systems). (WL)

ED 132 392

CE 009 168

Helbling, Wayne
Snowmobile Repair.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date 76

Note—248p.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 (\$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, *Equipment Maintenance, *Learning Activities, Mechanics (Process), *Repair, Teaching Guides, *Unit Plan, Vocational Education

Identifiers—*Snowmobiles

This guide is designed to provide and/or improve instruction for occupational training in the area of snowmobile repair, and includes eight areas. Each area consists of one or more units of instruction, with each instructional unit including some or all of the following basic components: Performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, and tests and answers. (Units are planned for more than one lesson or class period of instruction.) The eight areas (and their respective units) are Steering Systems (Skis, Steering); Drive Belts and Clutches (Engine Clutches, Drive Belts, Drive Belt Adjustment and Alignment, Drive Clutch Assembly, Drive Clutch Bearing Replacement); Chain Drives (Chain Case Assemblies, Chain Replacement, Chain Repair); Axles (Drive Axles, Rear Axles); Suspensions (Bogie Wheels, Slide Rail Suspension); Brakes (Shoe Type Brake Servicing, Disc Type Brake Servicing, Hydraulic Type Brake Servicing); Tracks (Track, Track Replacement); and Shocks (Shock Absorbers). (WL)

ED 132 393

CE 009 169

Carlile, Robert

Agriculture Sales and Services.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date 76

Note—379p.

Available from—Mid-America Vocational Curriculum Consortium, Inc., Stillwater, Oklahoma 74074 (\$9.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agriculture, Agricultural Education, Curriculum Guides, Individualized Instruction, Instructional Materials, Job Skills, *Learning Modules, Unit Plan, *Vocational Agriculture

Designed to assist teachers in improving instruction in agriculture and related areas, this curriculum guide is written in terms of student performance using measurable objectives, and is a suggested method of group instruction for students who are employed in an agribusiness program. The material is intended to cover those items which every student will most likely encounter in an agribusiness occupation. Areas of instruction are divided into seven sections, with each section consisting of one or more units. Each unit includes performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. The sections are Employment Information, which includes units on Orientation, Training Agreement, and Organizations; Human Relations in Agribusiness; Selling and Salesmanship; Advertising; Marketing Agricultural Products; Operational Information, which includes Agribusiness Machines, Sales Procedures and Records, and Merchandise Control; and Agribusiness Management, which includes Credit Analysis and Management, Insurance, Tax Management, and Legal Aspects of Agribusiness. (HD)

ED 132 394

CE 009 175

McDonald, R. Michael And Others

Virginia Emergency Vehicle Operator's Curriculum Guide.

Virginia Commonwealth Univ., Richmond.

Spons Agency—Virginia Division of Highway Safety, Richmond.

Pub Date 75

Note—290p.; This guide was prepared by the Highway Safety Training Center at Virginia Commonwealth University

Available from—Publications Office, Virginia Highway Safety Division, 300 Turner Road, Richmond, Virginia 23225

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Curriculum, Curriculum Guides, *Driver Education, Emergency Programs, *Emergency Squad Personnel, Fire Fighters, First Aid, *Job Training, *Learning Activities, Manuals, Medical Services, Motor Vehicles, Police, *Rescue, Service Occupations, Skill Development, State Curriculum Guides, Vocational Education

Identifiers—Virginia

Developed in response to the need for training and materials related to emergency vehicle operations, this guide is designed to aid in the implementation of recruit, inservice, or specialized training for an emergency vehicle operator. Following the introduction, an overall discussion of material to be covered in the classroom is provided. After the classroom instruction section, the guide is divided into three sections on practical application—law enforcement, fire, and emergency medical services—which present the different driving skills needed by the employees of these three agencies, due to the variations in vehicle characteristics and intended uses. Each of these three sections is self-contained, designed to be used in conjunction with the classroom instruction section. All three practical application chapters—law enforcement, fire, and emergency medical services—include specific details regarding the actual maneuvers to be performed on the driving range, illustrations indicating the general physical layout of each exercise, guides for grading procedures, and common student problems of which the instructor should be aware. In the final chapter, procedures for physically setting up an emergency vehicle operation curriculum (EVOC) program are described. Also included are a glossary of important terms, and a bibliography of texts, pamphlets, films, and other references. Driver evaluation forms are provided in Appendix. (WL)

ED 132 395 CE 009 176

Jobs for Which a High School Education is Usually Required.

Bureau of Labor Standards (DOL), Washington, D.C.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Employment, *Employment Opportunities, *Employment Qualifications, *Employment Trends, *High School Graduates, Job Training, *Occupational Information

This document lists 61 occupations, each followed by a summary which gives highlights of job qualifications and training and employment trends (1974-1985) from the "Occupational Outlook Handbook." It is noted that special talents, attitudes, and personal characteristics not mentioned in this publication may be needed for many occupations and that suggestions for employment opportunities reflect conditions foreseen over the 1974-1985 period for the entire nation, for any single year or any specific locality. The number of people employed in each occupation in 1974 is also included. The 61 occupations are listed under the following broader categories: Industrial production and related occupations (foundry, machining, printing, and other); office occupations (clerical, banking, insurance, administrative); service occupations (cleaning, protective services, and other services); sales occupations (automobile, automobile service, insurance, models, real estate, and wholesale trade); construction occupations; occupations in transportation activities; scientific and technical occupations; mechanics and repairers; health occupations (dental, medical technologist, and other); and art, design, and communications-related occupations. (WL)

ED 132 396 08 CE 009 180

McLean, James E. Loree, M. Ray
Comprehensive Career Education in a University: Evaluation.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—109p.

Available from—Institute of Higher Education Research and Services, Box 6293, University, Alabama 35486

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Planning, College Faculty, College Students, *Comprehensive Programs, Higher Education, Information Dissemination, Management Systems, Objectives, Occupational Information, Outreach Programs, *Program Administration, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, State Universities, Student Attitudes, Teacher Attitudes, University Administration

Identifiers—University of Alabama

The University of Alabama Career Development Program was designed as a comprehensive, university-wide effort to enhance career development of students and faculty. The operational plan included four systems: (1) Academic mainstream system, designed to assist in the development of separate programs within the colleges and departments, (2) support system, to aid the mainstream effort by providing auxiliary services and materials, (3) outreach system, to promote a school-community bond, and (4) management system, to coordinate program efforts. The first-year evaluation effort focused on two areas. The first is a description of the actual operation of the project with emphasis given to the project director and three mainstream areas. The second area is baseline data for faculty and students. Faculty attitude toward career development could improve, as indicated by baseline data which reports positive responses from 35% of the total faculty (700). Student baseline data indicate that students feel they need career information and career development, yet most do not know where to seek assistance. Action suggested includes sending career information materials to selected classes at the freshman and sophomore level, in addition to having faculty members discuss career implications of their areas. Future effects of the project should be revealed through changes in the data. Appendixes include letters and survey instruments used in the study. (TA)

ED 132 397 CE 009 182

Northrop, James C.

Affective Approaches to Career Education. Project Report.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Bureau No.—VTAD-C4-012; VTAD-D4-012

Pub Date Oct 74

Note—34p.; For related documents see ED 120 345-347

Available from—Division of Vocational Education, Florida State Department of Vocational Education, Tallahassee, Florida 32301 (\$1.15)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Behavior, *Affective Objectives, Attitude Tests, *Career Education, Elementary School Teachers, *Inservice Teacher Education, Process Education, Program Attitudes, *Program Effectiveness, *Teacher Attitudes, Teacher Improvement, *Teacher Workshops, Teaching Methods, Values

Identifiers—Florida

The Teacher Preparation Workshop and Test Workshops Project were conducted to develop and pilot test a process approach to staff development in career education in the affective domain at elementary and middle school levels. An attempt was made to develop selected learning experiences which would influence attitudes of teachers toward incorporating career education activities into the curriculum. Data were sought from pilot workshop participants relative to their feelings about the workshop experience and the leadership of the workshop. In addition, attempts were made to measure changes in attitudes toward both career education and the teacher's functioning in the affective domain in their curriculum activities. Evaluations of the workshops were generally favorable. Results of an opinionnaire administered before and after the workshop to survey teacher attitudes show a change in attitude toward both career education and the affective classroom approach. A recommended process model for teacher preparation in affective approaches to career education is outlined. Appendixes include agenda, evaluation forms, and the opinionnaire used in the workshops. (TA)

ED 132 398 CE 009 188

Interviewing Guides for Specific Disabilities. Mental Retardation. Revised 1974.

Manpower Administration (DOL), Washington, D.C.

Pub Date 74

Note—13p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2900-00215, \$0.30)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Employment Interviews, *Evaluation, Guides, *Job Placement, *Job Training, Learning Characteristics, *Mentally Handicapped, *Mental Retardation, Psychological Evaluation, Vocational Counseling

This interviewing guide, one of a series, is designed to acquaint employment counselors and interviewers with the nature of mental retardation and to assist in understanding the implications for employment. It is intended as a supplement to existing employment service materials, to aid the counselor or interviewer in recognizing the potential of the mentally retarded and the great variety of occupations in which they may be suitably placed. After a brief introduction, the following areas are covered: (1) The Nature of Mental Retardation, (2) Significant Factors in Counseling and Placement of the Mentally Retarded (such as the condition of retardation, training, work experience, use of tests and measures, general educational development, and working conditions in potential job sites), (3) Placement Process, and (4) Cooperating Agencies. (WL)

ED 132 399 88 CE 009 190

Barrington, Thomas L. And Others

Behavioral Objectives for Elementary Industrial Arts in Bertie County, North Carolina.

Bertie County Public Schools, N.C.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplemental Centers and Services; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Sep 70

Note—144p.; For a related document see CE 009 213

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Behavioral Objectives, Elementary Education, Elementary School Curriculum, *Industrial Arts, Intermediate Grades

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *North Carolina

This listing of behavioral objectives is designed to assist teachers in planning and developing learning activities in elementary industrial arts. It was developed from a project in Bertie County, North Carolina, in which industrial arts was correlated with the basic elementary curriculum. Separate behavioral objectives are presented for special education students and those in kindergarten through eighth grade. These objectives cover the following major areas: Manufacturing, Power, Transportation, Construction, and Communication. (Author/HD)

ED 132 400 CE 009 191

Eyde, Lorraine D.

Flexibility through Part-Time Employment of Career Workers in the Public Service. Professional Series 75-3.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date 76

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 006-000-00930-1, \$0.55)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Careers, *Cost Effectiveness, *Employment Patterns, Employment Statistics, *Employment Trends, Job Analysis, National Organizations, National Surveys, *Part Time Jobs, *Public Service Occupations

Identifiers—Flextime Scheduling Technique, Job Sharing, United States

Based on speeches presented to the National Civil Service League and to the Washington Suburban Sanitary Commission, this article reviews key publications and summarizes Federal statistics on part-time employment. Review of the evidence concerning the effectiveness of part-time workers shows positive results. The need for collecting hard evidence is demonstrated and areas in which research is needed are described. The paper identifies barriers to the expansion of the part-time scheduling concept, describes jobs that might be performed on a part-time basis, and shows how part-time employment fits into the

32 Document Resumes

personnel ceiling system. The advantages and disadvantages of part-time employment to both managers and employees are stated and comparisons with flextime made. (Author/WL)

ED 132 401 08 CE 009 192

Vocational Education Curriculum Specialist (VECS). Seminar 1: Authority Roles. Seminar 2: Leadership Styles. Field Experience: Internship Program. Seminars/Field Experience. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—117p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, Elementary Secondary Education, *Field Experience Programs, Higher Education, Instructional Materials, Instructional Programs, *Internship Programs, Learning Modules, Post Secondary Education, Specialists, Study Guides, Teacher Education, *Teacher Seminars, *Vocational Education

This seminars and field experience module is a part of a set of 22 modules designed to train vocational education curriculum specialists (VECS). It contains three sections: Seminar I, Authority Roles and the Curriculum Specialist in Vocational Education; Seminar II, Leadership Styles and Functions of the Curriculum Specialist in Vocational Education, and section three, a field experience (internship) program. Both Seminar I and Seminar II contain three headings: (1) Organization and Administration, which includes guidelines for using the seminar, overview and rationale, goals and objectives, and a list of references used to develop the seminar content, (2) Study Assignments and Activities, which provides a list of suggested research problems for students and a possible format and agenda for each class session, and (3) Lecture Notes and Discussion Questions, which contains a synthesis of information in relation to each stated goal and objective with associated discussion questions. The field experience (or internship program) section covers overview and rationale, responsibilities, placement, intern contract, intern conferences, evaluation, and suggested programs (project design and administration, operation of school programs, evaluation of school programs, educational research and development, and state, regional, and Federal program supervision). (HD)

ED 132 402 08 CE 009 193

Vocational Education Curriculum Specialist (VECS). Module 1: Important Differences among Learners. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—77p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Development, *Educational Objectives, Higher Education, *Individualized Instruction, Instructional Materials, Instructional Programs, Learning, *Learning Characteristics, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content

focus is on characteristics of individual learners and how they relate to learning, ways of studying individual learners, and ways of providing for individual differences in vocational education programs. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 403 08 CE 009 194

Vocational Education Curriculum Specialist (VECS). Module 2: Learning Processes and Outcomes. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—76p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Planning, Higher Education, Instructional Materials, Instructional Programs, Learning, Learning Modules, *Learning Processes, Learning Theories, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on how knowledge of learning concepts can be applied in the planning of vocational instruction, what steps take place in an act of learning and why each step is important, and the importance of learning outcomes (verbal information, intellectual skills, cognitive strategies, attitudes and motor skills). Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 404 08 CE 009 195

Vocational Education Curriculum Specialist (VECS). Module 3: Applying Knowledge of Learning Processes and Outcomes to Instruction. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—98p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Classroom Environment, *Curriculum Development, *Educational Objectives, Group Instruction, Higher Education, Individualized Instruction, Instructional Design, Instructional Materials, Instructional Programs, Learning Modules, *Learning Processes, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use

by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on influences affecting vocational education objectives and how they are determined at the classroom level; classroom conditions that support each type of learning outcome; course planning to establish learning conditions; and delivery of instruction to meet individual needs (assumptions underlying group instruction and individualizing vocational education). Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 405 08 CE 009 196

Vocational Education Curriculum Specialist (VECS). Module 4: Assessing Manpower Needs and Supply in Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—103p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Economic Research, Higher Education, Instructional Materials, Instructional Programs, Labor Supply, Learning Modules, *Manpower Needs, *Needs Assessment, Post Secondary Education, *Research Methodology, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the types of manpower and economic analyses used in vocational education, the use of a variety of sources of employment statistics that directly affect the planning of vocational education programs, and techniques for conducting manpower needs analyses. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 406 08 CE 009 197

Vocational Education Curriculum Specialist (VECS). Module 4: Organization of Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—105p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrative Organization, Colleges, *Curriculum Development, *Delivery Systems, *Financial Support, Higher Education, Instructional Role, Instructional Materials, Instructional Programs, Learning Modules, *Policy Formation, Post Secondary Education, School Role, Secondary Education, Secondary Schools, Specialists, Study Guides, Teacher Education, *Vocational Education

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on administrative organization and funding of vocational education at Federal, State, and local levels; secondary and postsecondary schools and other agencies and organizations that provide vocational education; and the functions and responsibilities of national, State, and local advisory committees. Part III, Group and Classroom Activities, suggests classroom or group activities and discussion questions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 407 08 CE 009 198

Vocational Education Curriculum Specialist (VECS). Module 5: Laying the Groundwork for Vocational Education Curriculum Design. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—116p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, Curriculum Planning, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Needs Assessment, Post Secondary Education, *Program Improvement, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on a pre-planning process for vocational education programs, preliminary investigation and proposals for initiating a new or improved vocational education program, and appropriate curriculum approval procedures. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used

as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 408 08 CE 009 199

Vocational Education Curriculum Specialist (VECS). Module 6: The Preparation of Vocational Educators. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—85p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Development, Educational Principles, Educational Trends, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Performance Based Education, Post Secondary Education, Secondary Education, Specialists, *Teacher Certification, *Teacher Education, Teaching Methods, *Vocational Education, *Vocational Education Teachers

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on background, characteristics, and principles of vocational education; certification of vocational educators; the needs for improvement in the preparation and certification of vocational education teachers; and trends in vocational teacher education (performance-based teacher education, microteaching, the cooperative occupational preteaching experience program (COPE), education for curriculum specialists, and leadership development programs). Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 409 08 CE 009 200

Vocational Education Curriculum Specialist (VECS). Module 7: Derivation and Specification of Instructional Objectives. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—87p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Development, *Educational Needs, *Educational Objectives, Higher Education, Instructional Materials, Instructional Programs, Job Analysis, Learning Modules, Post Secondary Education, Secondary Education, Specialists, Study Guides, Task Analysis, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning

materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. The content focus is on the performance of the necessary preparatory steps for systematic derivation of instructional objectives (job description, task analysis, target population, etc.) and the specification of instructional objectives. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 410 08 CE 009 201

Vocational Education Curriculum Specialist (VECS). Module 8: Development of Instructional Materials. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—96p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Course Organization, *Curriculum Design, *Curriculum Development, Educational Objectives, Educational Strategies, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Lesson Plans, *Material Development, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Teaching Methods, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. The content focus is on selecting instructional strategies (teaching methods and media devices) for accomplishing instructional objectives, and organizing instruction. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 411 08 CE 009 202

Vocational Education Curriculum Specialist (VECS). Module 9: Testing Instructional Objectives. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—99p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Achievement Tests, Behavioral Objectives, *Criterion Referenced Tests, *Curriculum Development, *Educational Assessment, *Educational Objectives, Evaluation Methods, Instructional Materials, Instructional Programs, Learning Modules, Learning Processes, Measurement Techniques, Post Secondary Education, Program Evaluation,

Secondary Education, Specialists, Student Evaluation, Study Guides, Teacher Education, Test Construction, Testing, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the concept of criterion-referenced measurement within the framework of educational evaluation, selecting approaches/techniques for assessing student achievement of instructional objectives in the three domains of learning, and developing an evaluation plan and constructing test instruments for measuring student achievement of instructional objectives. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 412 08 CE 009 203

Vocational Education Curriculum Specialist (VECS). Module 11: Introducing and Maintaining Innovation. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—84p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Change Agents, *Curriculum Development, *Educational Change, *Educational Innovation, Higher Education, Instructional Innovation, Instructional Materials, Instructional Programs, Learning Modules, Models, Post Secondary Education, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the process of dissemination, implementation, and utilization as a process of change in the educational community, and how a change agent can organize his work so that successful innovation will take place. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 413 08 CE 009 204

Vocational Education Curriculum Specialist (VECS). Module 12: Managing Vocational Education Programs. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—96p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Class Management, Classroom Techniques, *Curriculum Development, Educational Strategies, Higher Education, *Instructional Design, Instructional Materials, Instructional Programs, Learning Modules, Management Systems, Post Secondary Education, *Program Administration, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on development of an administrative management plan for a new course and on a variety of classroom management systems. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 414 08 CE 009 205

Vocational Education Curriculum Specialist (VECS). Module 13: Basic Concepts in Educational Evaluation. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—74p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Educational History, *Evaluation Criteria, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, *Program Evaluation, Secondary Education, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on educational evaluation in retrospect (historical antecedents), terminology used in educational evaluation, the education and role of the evaluation specialist, the different conceptions of educational evaluation and the purposes for which it is conducted, and criteria used in evaluating vocational education programs and instruction. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of

references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 415 08 CE 009 206

Vocational Education Curriculum Specialist (VECS). Module 15: Procedures for Conducting Evaluations of Vocational Education. Study Guide. (Teaching/Learning Module).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9286

Note—120p.; For related documents see CE 009 129-136 and CE 009 192-206

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Higher Education, Instructional Materials, Instructional Programs, Learning Modules, Post Secondary Education, Program Evaluation, Specialists, Study Guides, Teacher Education, *Vocational Education

One of 15 core modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on the various purposes and components of decision-facilitation evaluations, the roles of the evaluator, the development or use of appropriate criteria and methodology for decision-facilitation evaluations, and the methods for preparing decision-facilitation evaluation plans and reports. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

ED 132 416 88 CE 009 213

Barrington, Thomas L. And Others

Elementary Industrial Arts Curriculum Guide. Grades K-8 & Special Education. Revised.

Bertie County Public Schools, N.C.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Sep 70

Note—144p.; For a related document see CE 009 190

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Course Content, Curriculum Guides, Elementary Education, *Industrial Arts, *Industrial Education, *Learning Activities, Learning Experience, Psychomotor Skills, *Skill Development, Special Education, Supplementary Textbooks, Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, North Carolina

Elementary textbooks containing references to technology and the Industrial society form the base for this curriculum guide, which is designed to assist teachers in a more effective method of using these references for the benefit of students. A brief course outline and suggested projects involving power, transportation, communications, manufacturing, and construction, are offered for special education students. Manufacturing activities are suggested for the kindergarten level. For each grade, 1 through 8, the guide provides, using a column format, specific topics of study,

with each topic including references, and suggested activities. The reference indicates a book listed in the textbook bibliography for that grade. Other references to the same topic are also listed and are included in the bibliography. Topics include communications, construction, manufacturing, transportation, power, services, and pollution. Safety rules in industrial arts are discussed; descriptions are provided for tools and their use. A partially annotated section on resource materials is included, listing books, pamphlets, magazines, films, and field trip contacts. (TA)

ED 132 417 CE 009 225

Irvin, Jesse L.

On the Path to Better Living.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Dec 76

Note—210p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.00 plus postage)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Banking, *Business, Business Education, Business Subjects, *Daily Living Skills, *Economics, Instructional Materials, Labor Unions, Lesson Plans, Money Management, Planning, Secondary Education, *Student Development, *Systems Concepts, Taxes, Vocational Education

Identifiers—United States

The purpose of this course of study is to improve economic citizenship through the study of the business and economic environment. Topics cover a wide range and are divided into twelve major units with lesson plans for each: Unit I—Our Economic World, Unit II—Our Economic System, Unit III—Economic Risks and Insurance, Unit IV—Money Management, Unit V—Our American Tax System, Unit VI—Planning Your Future, Unit VII—Using Credit Wisely, Unit VIII—Banks and Banking Services, Unit IX—Labor and Labor Unions, Unit X—Transportation, Unit XI—Communication, and Unit XII—You and the Law. A bibliography is appended. (HD)

ED 132 418 CE 009 226

Grubb, Francine

Basic Business: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Dec 76

Note—72p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, NJ 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Business Education, *Business Skills, *Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, Job Skills, Lesson Plans, *Office Occupations Education, Secondary Education, Special Education, Special Programs, Teaching Guides, Vocational Education

This teacher's guide on basic business is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. (The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture.) Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the basic business unit, references, charts and masters for projectuals, and 33 lesson plans. Examples of the lesson plan topics are the world of business, the telephone, filing, mail room, adding machines, calculators, payroll deductions, IBM electric typewriter, rules for using numbers, fluid duplicator, photocopying, thermofax, velo-binder, dictating machine, typing letters, cash register, running the VICA store, the library aide, field trips, and jobs for the school. (HD)

ED 132 419

CE 009 227

Grubb, Francine

Beauty Culture: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Dec 76

Note—107p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Exploration, *Cosmetology, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, *Job Skills, Lesson Plans, Secondary Education, *Service Occupations, Special Education, Special Programs, Teaching Guides, Vocational Education

This teacher's guide on beauty culture is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, food, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the beauty culture unit, references, charts and masters for projectuals, and 36 lesson plans. Examples of lesson plan topics are beauty culture as an occupation, personality, attitude, behavior, good grooming, posture, personal care, makeup application, types of bacteria, infectious diseases, sterilization, antiseptics and disinfectants, composition of the nail, combing tangled hair, the nature of hair, bones of the hand—manicuring, shampooing, hair analysis, hair styling, the skin, facial manipulations, fingerwaving, and review practice. (HD)

ED 132 420

CE 009 228

Grubb, Francine

Hospitality: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Dec 76

Note—27p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Hotels, Instructional Materials, *Job Skills, Lesson Plans, Secondary Education, *Service Occupations, Special Education, Special Programs, Teaching Guides, Unskilled Occupations, Vocational Education

This teachers' guide on hospitality is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. The foreword indicates that objectives are (1) to assess students so that at the end of the orientation year they can be mainstreamed into a regular vocational shop area and (2) to acquaint them with specific types of employment in a particular trade or industry. Each guide contains class lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 10 lessons in the hospitality unit, are (1) The Hotel-Motel Business, (2) How to Load a Maid's Cart, (3) Entering the Guest's Room and Making Entry Inspection, (4) How to Begin Cleaning, (5) Cleaning the Bathroom, (6) Making the Bed, (7) The Vacuum Cleaner and Basic Dusting Procedures, (8) Cleaning the Bedroom Area, (9) Making a Final Inspection, and (10) Visitation of a Hotel-Motel Facility. Charts and masters for projectuals are also included. (HD)

ED 132 421

CE 009 230

Grubb, Francine

Laundry: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Dec 76

Note—83p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.00 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, *Job Skills, Lesson Plans, Secondary Education, *Service Occupations, Special Education, Special Programs, Teaching Guides, Unskilled Occupations, Vocational Education

Identifiers—*Laundry Services

This teacher's guide on laundry is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 12 lessons in the laundry unit are (1) Laundry Work, (2) What Do We Wash?, (3) Selecting Washable Clothing, (4) Sorting and Pretreating, (5) Soaps and Detergents, (6) Enzymes and Bleaches, (7) Water Softening Agents and Fabric Softeners and a Quiz on Laundering, (8) Starches and Fabric Finishes, (9) Reading Package Directions and Using Correct Water Temperatures, (10) Your Washer and Choosing the Correct Wash Action, (11) Rinsing and Drying: Hand Laundering, and (12) The Laundry Slip and Laundry Unit Test. Charts and masters for projectuals are also included. (HD)

ED 132 422

CE 009 231

Grubb, Francine

Sewing: A Teacher's Guide to an Employment Orientation Course for Special Needs Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Dec 76

Note—87p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, *Handicapped Students, Instructional Materials, *Job Skills, Lesson Plans, Seamstresses, Secondary Education, Semiskilled Occupations, *Service Occupations, *Sewing Instruction, Special Education, Special Programs, Teaching Guides

This teacher's guide on sewing is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains daily lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 30 lessons in the sewing guide are (1) Introduction to Sewing, (2) Hand Sewing Fundamentals, (3) Buttons and Fasteners, (4) Basting, (5) Backstitching and Overcasting, (6) Hemming, (7) Decorative Stitching, (8) Hand Sewing Project, (9) The Sewing Machine, (10) Threading the Machine, (11) Winding the Bobbin, (12) Practice Sewing on Paper, (13) Sew a Straight Seam, (14) Sew a Curved Seam, (15) Using the Throatplate Guides, (16) Backtacking and Topstitching, (17) French Seam, (18) Pattern Envelope, (19) Identification and Alteration of Pattern Pieces, (20) Guides for Layout and Cutting, (21) Cutting and Sewing Directions, (22) Guides for Construction, (23) How to Cut and How to Mark, (24) Your Personal Measurement Chart, (25) Comparison of

Patterns, (26) Making Darts, (27) Zipper, (28) Buttonholes, (29) Repair Sewing, and (30) Project. Charts, masters for projectuals, and a short-answer sewing test are also included. (HD)

ED 132 423 CE 009 232
Grubb, Francine

Foods: A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Dec 76

Note—205p.; For related documents see CE 009 226-228 and CE 009 230-232

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.00 plus postage)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Career Exploration, Curriculum, *Disadvantaged Youth, Food Service Occupations, *Foods Instruction, *Handicapped Students, Instructional Materials, *Job Skills, *Lesson Plans, Secondary Education, Special Education, Special Programs, Teaching Guides

This teacher's guide on foods is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the foods unit, references, charts and masters for projectuals, recipes, and 48 lesson plans. Examples of the topics covered in the lesson plans are safety rules of the kitchen, following a recipe, use and care of equipment, rules about measuring, nutrition, special diets, food occupations, how to buy and serve fruits, cereals, eggs, bread making, cake baking, puddings, jello, salads, sandwiches, planning a breakfast menu, and preparing a luncheon. (HD)

ED 132 424 CE 009 236
Tindall, Lloyd W., Comp. And Others

Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational Technical and Adult Education Districts, 1976-1977. Post Secondary Programs Only. State Univ. of New York, Binghamton. Center for Social Analysis.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Pub Date 76

Note—84p.; For a related document see CE 008 452

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Disadvantaged Groups, Educational Programs, *Handicapped, *Occupational Guidance, *Occupational Home Economics, Program Descriptions, *Special Programs, Vocational Counseling, *Vocational Education Identifiers—Wisconsin

This document contains information on the vocational/career education programs which have been funded by the 1968 Vocational Amendments and Wisconsin's 17 vocational technical and adult education districts to provide services to special needs students. It is designed to assist teachers and administrators in the Vocational, Technical and Adult Education (VTAE) system in identifying and sharing common areas of interest as they provide services to students. Both sections, Section I, Disadvantaged and Handicapped Occupational Programs, and Section II, Consumer and Homemaking Education Programs for Disadvantaged and Handicapped, list project/program entries by district and categorize each according to pre-vocational, supportive service, or curriculum areas. Each entry includes a descriptive title, location (address and telephone number), information and administrative contact, type of handicapped student served, and a brief program description. The index provides a quick reference for the identification of programs by area. (HD)

ED 132 425 CE 009 237
Vocational-Technical Periodicals for Community College Libraries. Revised Edition. Choice Bibliographical Essay Series, No. 4.

Association of Coll. and Research Libraries, Chicago, Ill. Junior Coll. Libraries Section.

Pub Date 76

Note—44p.

Available from—Choice Magazine, 100 Riverview Center, Middletown, Connecticut 06457 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Junior College Libraries, Junior Colleges, Library Guides, *Periodicals, Resource Guides, *Technical Education, *Vocational Education

Designed as a periodical selection tool to aid community college librarians in developing a periodical collection for new or expanding vocational-technical programs within their own colleges, this bibliography lists periodical titles that represent the combined holdings of representative community college libraries all over the county. Major program headings are (1) Agricultural and Natural Resources Programs; (2) Allied Health and Related Programs, (3) Applied Arts Programs; (4) Business Office, and Related Programs, (5) Engineering Technology and Related Programs, and (6) Public Services and Related Programs. Periodical titles (including address and the name of any abstracting and indexing services cited in the publication) are listed under 98 different vocational-technical program headings within the six major program headings. It is noted that the listing is not intended to be all-inclusive or evaluative for the curriculum listed. (WL)

ED 132 426 CE 009 240
Foreign Training for Veterans, Inservice Students and Eligible Dependents.

Veterans Administration, Washington, D.C. Pub Date Jan 76

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accreditation (Institutions), *Colleges, *Credit Courses, Directories, Foreign Countries, *Study Abroad, *Universities, Veterans, *Veterans Education

This pamphlet lists the names of those foreign schools which offer at least one course approved for training by the Veterans Administration for those receiving Veterans' benefits. Schools are listed by country, 62 countries, with no addresses included. Introductory information includes notes on the approval of courses and on procedures for those seeking benefits and enrollment. (WL)

ED 132 427 CE 009 254
Hoyt, Kenneth

Refining the Career Education Concept. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—52p.; For these papers as separate documents see CE 008 257-258, CE 008 260, and ED 109 462

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01610-9, \$0.75, minimum charge \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Policy, *Career Education, Change Strategies, *Concept Formation, Educational Needs, Elementary Secondary Education, Policy Formation, Program Administration, Program Development, *Program Improvement, School Community Relationship, Vocational Education

Six papers prepared within the Office of Career Education during the period 1975-76 are contained in this monograph. The papers are presented in their order of preparation, each intended to make some contribution to refinement of the career education concept. "Career Education: A Crusade for Change" discusses the need for, nature of, and implementation of career education. "Career Education: What's Doable Now?" discusses current strengths of career education, initiation of community career education efforts, and current readiness of the career education concept (1975). "Career Education and the Marshmallow Principle" illustrates how this principle (internal commitment) is being accommodated in the basic strategies for accomplishing change embodied in the career education concept. In "Setting the Record Straight: A Reply to Grubb and Lazerson," discussion centers around what the author considers major errors in Grubb and Lazerson's "Harvard Educational Review" article on career education. "Obstacles and Op-

portunities in Career Education" identifies and comments on five major obstacles facing the implementation of career education and offers alternative solutions for overcoming these obstacles. "Next Steps for Career Education" comments on solidifying the career education concept at the elementary, secondary, and postsecondary levels. (TA)

ED 132 428 CE 009 255

Hoyt, Kenneth

Career Education for Special Populations. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—26p.; For these papers as separate documents see ED 108 431, ED 109 459, and EC 090 986

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01612-5, \$0.45, minimum charge \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Definitions, *Educational Needs, Educational Problems, Elementary Secondary Education, Employment Opportunities, Employment Potential, Exceptional Child Education, *Gifted, *Handicapped Students, *Low Income Groups, *Minority Groups, Needs Assessment, Student Development, Work Attitudes

The three papers included in this monograph represent attempts on the part of the Office of Career Education to face the need for improving delivery of career education to special portions of the population. The first paper, "Career Education for Minority and Low-Income Persons," states that for this segment of the population, career education has been a matter of over-promise and under-delivery. Promises and problems are discussed in three categories: (1) Conceptual assumptions of career education, (2) process assumptions of career development, and (3) programmatic assumptions of career education. The second paper, "Career Education for Gifted and Talented Persons," discusses some of the special problems involved in developing career education programs for gifted and talented students, such as career decisionmaking, the development of talent, and work experience. In the third paper, "Career Education and the Handicapped Person," statistical predictions concerning underemployment and unemployment of handicapped high school graduates during the next four years are cited to emphasize the need for making career education opportunities available. Stressed as particularly relevant for the handicapped are basic career education principles such as the right to choose from a wide range of personally meaningful work opportunities and emphasis on accomplishments and discovery of an individual's talents rather than his limitations. (TA)

ED 132 429 CE 009 260

Kane, Roslyn D. And Others

A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Final Report. Volume I—Narrative Report.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Nov 76

Contract—300-75-0183

Note—189p.; For a related document see CE 009 261

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Agricultural Occupations, *Area Vocational Schools, *Career Choice, Decision Making, Demography, Distributive Education, Educational Research, *Females, Health Occupations, *Motivation, National Surveys, Non-professional Personnel, Occupational Choice, Occupational Home Economics, *Occupations, Office Occupations, Post Secondary Education, Role Conflict, Sex Role, Sex Stereotypes, Social Influences, Student Characteristics, Teacher Influence, Technical Occupations, Trade and Industrial Education, Vocational Education, Womens Education

This main volume of a two-volume final report presents findings of a national study of women

students in area vocational-technical schools comparing and contrasting nontraditional women (those enrolled in programs where nationally 0% to 25% of the students are women) and traditional women (those enrolled in programs in which nationally 75% to 100% are women) to determine what factors are influential in students' selection of nontraditional or traditional occupational training in nonprofessional occupations and to analyze the data with regard to seven broad occupational areas and sex stereotypes of particular occupations. Chapter headings are (1) Introduction, (2) Executive Summary: Major Findings and Implications, (3) Demographic Characteristics of Students, (4) Educational Personnel, (5) Persons Influencing Decision-Making, (6) Impact of Counseling Methods and Techniques, (7) Relevance of High School Preparation, (8) Motivational Factors, (9) Problems and Difficulties of Women in Non-Traditional Vocational Training, (10) Employment of Students, (11) Alternative Occupations Considered by Women, and (12) Women in "Mixed" Vocational Training. The appendices contain methodology and methodological tables, questionnaires, glossary, and statistical symbols. (Supplementary tables are in the second volume.) (HD)

ED 132 430 CE 009 261

Kane, Roslyn D. And Others

A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Final Report. Volume II--Back-Up Tables.

RJ Associates, Inc., Arlington, Va.

Spons Agency--Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Nov 76

Contract--300-75-0183

Note--102p.; For a related document see CE 009 260

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors--Career Choice, Educational Research, *Females, National Surveys, Occupations, Post Secondary Education, *Tables (Data), *Vocational Education

This supplementary volume presents back-up tables of data for each chapter of Volume I, which is the narrative report of a study of women in two-year area vocational-technical school programs comparing and contrasting nontraditional women (those enrolled in programs where nationally 0% to 25% of the students are women) and traditional women (those enrolled in programs in which nationally 75% to 100% are women) to determine what factors are influential in students' selection of nontraditional or traditional occupational training in nonprofessional occupations and to analyze the data with regard to seven broad occupational areas and sex stereotypes of particular occupations. Back-up tables in this volume are keyed to the summary tables in Volume I by chapter and table number. (HD)

ED 132 431 CE 009 266

Payne, Douglas, Ed.

Adult Education Occasional Papers. Volume 3. October 1976.

Australian Association of Adult Education.; Tasmania Adult Education Board, Hobart (Australia).

Pub Date Oct 76

Note--28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--*Adult Education, *Community Education, Community Involvement, Community Programs, *Continuous Learning, Foreign Countries, Program Descriptions

Identifiers--Australia (Tasmania)

This collection of occasional papers, developed to show the spread of continuing education activities in Tasmania, Australia, includes (1) "Adult Education--Beyond the Traditional Class Programme" by Gordon Goward, Assistant Director of Adult Education; (2) "Forming a New Group in the Community" by Frank Perry, Prison Education Officer; (3) "The Crisis of Human Environment in Relation to Education" by Douglas Payne, Director of Adult Education; (4) articles from part-time teachers--"Crafts and Adult Learning" by Rita Leyland, and "25 years with the Adult Education Board" by Wilma Stoltenwerk; and (5) "Community Involvement in the Arts" by Don Boyce, Community Arts Officer. (WL)

ED 132 432 CE 009 268

Brown, Randall S. And Others

Measuring Wage and Occupational Discrimination: A Comprehensive Approach. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency--Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Aug 76

Note--30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--*Employment Level, *Employment Patterns, Employment Practices, Employment Qualifications, *Equal Opportunities (Jobs), Females, Labor Problems, Males, *Mathematical Models, Measurement, *Salary Differentials, *Sex Discrimination, Wages, Working Women

Many economists have tried to explain existing wage differentials between men and women. A new approach compares the relative importance of occupational discrimination with that of wage discrimination. This model allows for variation both in occupational distribution and in wages resulting from differences in job qualifications and productivity indicators. It was demonstrated that the usual approach to wage discrimination is a special case of this general model with some restrictive implicit assumptions. A multinomial logit model was used to stimulate the occupational distribution of women that would exist if they faced the same structure of occupational determination as men. Results indicate that there would be more women in managerial and skilled labor jobs and fewer women clerical and service workers. Wages were then estimated as a function of productivity measures for men and women in each occupation so that the components of the wage differential could be calculated. Results indicate that almost the entire differential could be eliminated by ending both forms of discrimination, with occupational discrimination accounting for one-third to one-half of the differential and pure wage discrimination the remainder. (WL)

ED 132 433 CE 009 270

Fligstein, Neil Wolf, Wendy

The Impact of the Censoring Problem on Estimating Women's Occupational Attainment Equations. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency--National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; National Inst. of General Medical Sciences (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 76

Grant--5T01GM01526-10; HD-05876; M-06275

Note--29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors--Employment Experience, *Employment Opportunities, *Employment Patterns, *Equal Opportunities (Jobs), Family Influence, *Mathematical Models, Measurement Techniques, Research, Sex Discrimination, Statistical Analysis, *Working Women

Since research on sex differences in occupational attainment suggests that working men and women attain essentially the same mean level of occupational attainment and do so through quite similar processes, the censoring problem as a potential source of bias in estimating equations for these comparative occupational attainments is investigated. (The censoring problem is defined as a sampling problem in that the sample of working women contains an overrepresentation of successful women, since women who can afford not to work will stay out of the labor force unless they find a job commensurate with their education.) After reviewing and rejecting some alternatives that could correct this problem, a model (developed from an extension of Heckman's set of equations that relate to women's occupational characteristics) is presented for obtaining the structural parameters for the whole female population by accounting for the censoring problem. The censoring problem was found to be minimal and not a reasonable explanation for the apparent similarities between men and women in the process of occupational attainment. It was concluded that before accepting the finding of sexual equality in occupational rewards, the following possibilities should be explored: (1) That the

model is misspecified and if certain variables (for example, the status of first job) were included, the process of occupational attainment for the sexes would differ, and (2) that certain dimensions of sexual inequality in occupational rewards are not being tapped by the concept, occupational status. (TA)

ED 132 434

CE 009 278

Gilli, Angelo C., Sr.

The Annual Pennsylvania Conference on Postsecondary Occupational Education: Articulation in Vocational Education (7th).

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 76

Note--192p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors--*Articulation (Program), Associate Degrees, Bachelors Degrees, College Credits, *Community Cooperation, Community Services, Conference Reports, Cooperative Programs, Followup Studies, *Interinstitutional Cooperation, *Post Secondary Education, Technical Education, Urban Areas

Papers generated by and for a conference on articulation between various types of postsecondary institutions and between institutions and the world of work are presented in this monograph. (1) Articulation: A Multipersonal Affair, (2) Interinstitutional Efforts and Cooperation in Meeting Postsecondary Vocational Education Needs, (3) Articulation in an Urban Setting, (4) Is Articulation for Real? (5) Articulation Through Community Services, (6) The Role of Competency-Based Instruction in Teacher Preparation, (7) The Role of Follow-up Studies in Articulation, (8) An Occupational Assessment Model: Instructional Accountability from Three Angles, (9) Assessment and Credit Granting for Out-of-School Learning, (10) Improving Articulation in Vocational and Technical Education: Uses of Evaluative Research, (11) Problems Related Articulation Between Associate Degree and Baccalaureate Degree Nursing Programs, and (12) Competency-Based Education: A Dissection. An evaluation of the conference is presented in the final section. The appendices contain the conference evaluation questionnaire, conference format and speakers, registration list, and advisory committee. (HD)

ED 132 435

CE 009 280

Bell, T. H.

The Place of Vocational Education in Higher Education: Implications for Educational R&D. Distinguished Lecture Series, No. 4.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date 76

Note--9p.; Speech presented at a staff development seminar, Center for Vocational Education, The Ohio State University, Columbus, Ohio

Available from--Center for Vocational Education Publications, 1960 Kenny Rd., Ohio State University, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors--*Higher Education, *Institutional Role, Research Needs, Speeches, *Vocational Education

Half of this paper is the text of a lecture on the role of the university in job-related education in which the author suggests what universities ought to learn from vocational education. Pointing out that the challenge goes deeper than vocational or professional education, he challenges universities to have an eye for theory and practice, an eye for student career decisions and job prospect trends, an eye for the values of the liberal arts, and an eye for trends and directions in many advanced and complex professional fields. He contends that allegations that colleges and universities are flooding the job market with people with unusable college degrees are unfounded, but notes that vocational education establishments tell their story well by keeping better records on their graduates and what they are doing. The second half of the paper consists of the author's answers to four questions from the audience of educational research and development personnel. (HD)

ED 132 436

CE 009 281

Davis, Otto A. And Others

A Study of the Pittsburgh Plan. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. School of Urban and Public Affairs.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—DLMA-21-42-74-20-1
Pub Date 76

Grant—DL-21-42-72-20
Note—253p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.
Descriptors—Affirmative Action, *Apprenticeships, *Construction Industry, Cost Effectiveness, Job Placement, Job Training, *Labor Unions, Manpower Development, *Minority Groups, Negro Employment, Negroes, On the Job Training, Program Costs, Program Development, *Program Effectiveness, Program Evaluation, *Recruitment, Unskilled Workers

Identifiers—*Pennsylvania (Pittsburgh)

The Pittsburgh Plan, a voluntary hometown plan designed to place minorities in local building trade unions, is described in detail from the perspective of its operations, its effectiveness in carrying out its purpose, and the individuals it serves. A benefit-cost analysis of the Pittsburgh Plan is presented. The significance of the results and its shortcomings are discussed and parametric variations on all significant parameters are performed to test its sensitivity. On the macro or program level, descriptive analyses are presented and alternate program structures derived. Analyses of the historical costs involved in all phases of the Pittsburgh Plan are performed and reported from different perspectives. On the micro level, attention is focused on the individual being served by this program. Multivariate statistical tools are used in analyzing such characteristics as seen to govern or indicate individual success. Based upon the results of analyses on both the individual level and the program level, alternate program structures and program content are explored. In order to permit easier and more explicit investigation of the ramifications of alternate program policies, structures, and content, two simple linear programming models are developed and their range of applicability demonstrated. A "weighted sum of benefit-cost ratios" criterion is used as another means of selecting alternate program recruitment and selection policies. (Author/WL)

ED 132 437 CE 009 282

Paolucci, Beatrice And Others

Women, Families and Non-Formal Learning Programs. Program of Studies in Non-Formal Education. Supplementary Paper No. 6.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date [76]

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Economic Development, *Family Role, *Females, Foreign Countries, Human Development, Human Resources, International Studies, Literacy, *Nonformal Education, Program Development, *Program Planning, *Social Development

Directed to educators in both formal and non-formal systems, policy makers, program planners, and others concerned with social and economic development, this preliminary paper reports a study which examines the role of women and families in social and economic development with the purpose of presenting a family ecological framework for identifying the competencies needed by families to facilitate their social and economic functioning, which would in turn provide a basis for assessing needs and resources for determining non-formal education programs supportive to social and economic development at community and national levels. The report is based on a distillation and summary of primary information (discussions with university colleagues and international scholars), analysis of a considerable body of data which has been assembled and catalogued (published research reports, monographs, and policy statements prepared by governmental and non-governmental agencies), and a series of group discussions in the United States and Thailand. The four chapters are entitled (1) Family and Development, (2) Contributions of the Family to Human Resource Development: Non-Market Activities of Families, (3) Role and Status of Women in Social and Economic Development, and (4) Summary and Implications

for Non-Formal Education Program Planners. A bibliography follows each chapter. (WL)

ED 132 438 CE 009 283

Buzzell, Charles H.

Productivity: Implications for Vocational Education. Occasional Paper No. 19.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date Aug 76

Note—15p.; Speech presented at a staff development seminar, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Available from—Center for Vocational Education Publications, 1960 Kenny Rd., Ohio State University, Columbus, Ohio 43210 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Environment, *Educational Needs, *Productivity, *Program Development, Resource Allocations, Speeches, *Vocational Education

Half of this paper is addressed to the national phenomena of shrinking resources and expanding needs and their effect on society. After noting that increased productivity can be a major intervention factor in mitigating their effect, the author gives ideas about how vocational education can become increasingly productive and where it might begin. The second half of this paper consists of the author's answers to nine questions concerning the role of vocational education programs in relation to increased productivity, program planning, and program development. (HD)

ED 132 439 CE 009 284

Barlow, Esther M., Comp. Christensen, Maria S., Comp.

Annotated Bibliography of the Air Force Human Resources Laboratory Technical Reports—1968 through 1975. Final Report for Period January 1968-December 1975.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-50

Pub Date Oct 76

Note—223p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Annotated Bibliographies, *Educational Programs, Educational Research, Job Skills, *Military Personnel, Occupational Information, Operations Research, *Program Descriptions, *Technical Reports

Identifiers—*Air Force

A listing of technical reports (1968 through 1975) dealing with personnel and training research conducted by the Air Force Human Resources Laboratory (AFHRL) is presented in this bibliography. (The research has been conducted by professional personnel representing a variety of disciplines, including psychologists, operations research specialists, mathematicians, computer analysts, economists, electronic engineers, aeronautical engineers, and technical support personnel.) The table of contents provides a grouping of the research by year. Five indexes are appended: Personal Author, Civilian Corporate Author, Project, Title, Division, and Keyword. (Author/HD)

ED 132 440 CE 009 312

Lee, Jasper S., Comp.

A Reference Unit on the Meaning and Importance of Agribusiness.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 74

Note—32p.; For a related document see CE 007 709

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agribusiness, Agricultural Education, Agricultural Trends, *Concept Formation, Secondary Education, *Systems Concepts, Vocational Education

Developed in an attempt to clarify the concept of agribusiness and intended for use with its companion document, "Teaching the Meaning and Importance of Agribusiness," this manual is designed to assist youth in understanding the magnitude of agribusiness, and shows that agribusiness involves the removal of traditional farm functions to off-farm sites. To aid in un-

derstanding the meaning, nature, and importance of agribusiness, the manual addresses the following questions in separate units: What is agribusiness? How is agribusiness related to agriculture? What is the "chain of agribusiness"? How did agribusiness evolve? How can the evolution of agribusiness be depicted? What contributed to the evolution of agribusiness? How important is agribusiness? And what are some terms that are used in describing agribusiness? A selected bibliography and sources of additional information are appended. (HD)

ED 132 441 CE 009 375

Industrial Arts Performance Objectives, 1976. Four Clusters: Construction Technology, Graphic Communication Technology, Manufacturing Technology, Power and Energy Technology.

Spons Agency—Michigan Industrial Education Society, Inc.; Michigan State Dept. of Education, Lansing.

Pub Date 76

Note—210p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Behavioral Objectives, Construction (Process), Graphic Arts, *Industrial Education, Manufacturing, Power Mechanics, Secondary Education, Skill Development, Technical Education, *Training Objectives, Vocational Education

This compilation of objectives was prepared by 35 industrial education teachers in the state of Michigan. It is indicated that these performance objectives should not be viewed as complete course objectives but rather as a listing of objectives which can be used where appropriate. After an introductory section, providing a general outline of a school safety program for the industrial arts school shop or laboratory, objectives are presented for 10 subareas grouped in four clusters: (1) Construction Technology (Residential Architectural, Wood Technology); (2) Graphic Communication Technology (Graphic Arts, Design and Sketching, Mechanical Drawing); (3) Manufacturing Technology (Metal Technology, Plastic Technology); and (4) Power and Energy Technology (Electricity-Electronics, Small Engines). A listing of required tools and equipment is provided for each performance objective. The appendices contain the lists of writers, reviewers, and the editing group; the Michigan Safety Standards List; and a safety inspection checklist. (WL)

CG

ED 132 442 CG 005 553

Brod, Pearl

Effects of Tutoring on the Tutee in an Upward Bound Program.

Pub Date 23 Mar 70

Note—9p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, March, 1970)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cross Age Teaching, Disadvantaged Youth, *Economically Disadvantaged, Educational Development, Junior High Schools, *Junior High School Students, *Remedial Programs, Social Development, Student Attitudes, *Tutorial Programs, Underachievers

Identifiers—*Project Upward Bound

Underachieving ninth grade students from low socioeconomic backgrounds were tutored by college students from similar backgrounds. Questionnaires were then completed by the tutees, tutors, school staff and the parents of tutees. For over half the tutees, an improvement in grades was reported. Changes in educational motivation, attitudes toward school, and aspiration level were evident. The value of a tutoring program in enhancing remedial programs is stressed. (KS)

ED 132 443 CG 005 560

Ballesteros, David

Counseling Needs of Spanish Speaking Americans.

Pub Date 24 Mar 70

Note—11p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, March, 1970); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biculturalism, *Counseling Services, Cubans, *Cultural Isolation, Majority Attitudes, Mexican Americans, *Minority Groups, Puerto Ricans, *Spanish Americans, State of the Art Reviews, *Student Needs, Student Testing

The author feels there is a lack of insight and sensitivity in regard to understanding individual learning and behavioral patterns of Spanish-speaking students. The "Anglo Point-of-View-Problem" is the real problem in our society, hampering racial, cultural and language values. School personnel should foster pride in the origin, history, cultural and bilingual background of Spanish-speaking Americans, rather than consider their liabilities. Counseling and guidance should include cultural counseling and encouragement to contribute to the Hispanic students' search for self and development of their true potential. The use of culturally biased tests, especially verbal tests, is deplored. Colleges are urged to provide support to Spanish-Americans in terms of orientation, financing, tutorial, compensatory, remedial, counseling and other programs. A list of recommendations to enhance the quality of education for Spanish-Americans is provided. (KS)

ED 132 444 CG 005 589

Dinkmeyer, Don

Understanding Self and Others: A Relevant, Purposeful Experience.

Pub Date 70

Note—13p.; Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Developmental Psychology, *Educational Objectives, Emotional Development, *Humanistic Education, *Relevance (Education), *Self Concept, *Student Centered Curriculum, Student Needs, Teacher Role, Values

This paper is a plea for humanizing and personalizing education to enhance understanding of self and others, as opposed to focusing exclusively on intellectual gains. The author addresses himself to the contextual approach towards education which allows the individual to become intrinsically involved with the curriculum, through involvement of the total being: intellectual and affective. The teachers is seen as a catalyst and facilitator, promoting self discovery and interaction, and enlarging the child's horizon with alternatives. Developing Understanding of Self and Others (DUSO), an educational program developed by the author, is described. It focuses on helping the child become goal- and process-oriented via eight developmental tasks. These tasks focus on self-understanding, awareness of self and others, and resultant purposeful motivational involvement in the tasks of life. The author insists that the adequate personality will not emerge by chance, but by design, and therefore emotional development needs must be noted in establishing educational priorities. (KS)

ED 132 445 CG 005 760

Greenleaf, Elizabeth A.

Residence Hall Staff—A New Role Emerging?

Pub Date 70

Note—9p.; Best Copy Available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, Counseling Services, *Counselor Role, Discipline, *Dormitories, *Futures (of Society), Guidance Services, Higher Education, Mental Health, *Resident Assistants, Role Theory, State of the Art Reviews, Student Personnel Services

The author predicts four major trends for residence hall staffs in the years ahead, and describes three major roles which will replace the distasteful disciplinary role of the past. Characteristics of the ideal dormitory counselor are listed. (KS)

ED 132 446 CG 005 846

Markusen, Eric *Fulton, Robert*

Childhood Bereavement and Behavior Disorders: A Critical Review.

Pub Date Oct 70

Note—27p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Chicago, Illinois, October 7-10, 1970); Best Copy Available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adjustment Problems, Behavioral Science Research, *Behavior Problems,

*Death, Delinquent Behavior, Followup Studies, *Individual Psychology, One Parent Family, Research Methodology

This paper addresses itself to whether a causal relationship exists between childhood bereavement and later behavior disorders. The literature on the subject is reviewed, and the substantive findings and methodological problems of previous research are reported. In addition, the preliminary findings of an exploratory study conducted at the University of Minnesota are presented. These relate to two extensive followup studies undertaken in 1956-7 and 1960-6, based on original data obtained by Hathaway and Monachesi in 1954 of samples of ninth grade students in Minnesota. Indications were that bereavement in childhood may affect adult behavior with regard to marital status and number of offenses committed against the law. The prophylactic value of such followup studies is discussed. (Author/KS)

ED 132 447 CG 006 154

Berchin, Arthur

Congruency of Values Among Teachers, Principals, and Parents and Its Relationship to the Goal-Attaining Process.

Pub Date 5 Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, February, 1971)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Congruence, *Educational Objectives, Educational Planning, Elementary Education, Elementary Schools, *Parent Attitudes, Principals, *Research Projects, *Teacher Attitudes, *Values

Identifiers—*Differential Values Inventory

Using Getzels' conceptual model of the school as a social system and Spindler's dichotomy of traditional and emergent values, the researcher proposed the following research questions: (1) Are there significant differences in the values of teachers, principals, and parents? and (2) Is there a higher degree of congruency in values among teachers, principals, and parents in the successful goal-attaining schools than in the less successful goal-attaining schools? The sample of 8 schools was chosen from 18 elementary schools in Southern California. These schools had been rated on the degree to which they developed a goal-attaining process, referred to as Dialogue, Decision-Making, and Action. All teachers and principals were administered the Differential Values Inventory. Thirty families, chosen at random in each school, were also sent a copy of the questionnaire. Two-tailed t-tests and the Mann-Whitney U Test were utilized to test the null hypotheses. Two of the major findings were as follows: (1) teachers, principals, and parents were shown to have significantly different values; however, while parents had the most traditional values, teachers had more traditional values than principals; and (2) no significant differences were found in value congruency among teachers, principals, and parents for the two types of schools. (Author)

ED 132 448 CG 006 182

Women Offenders: A Bibliography.

Washington State Library, Olympia. Institutional Library Services.

Pub Date Sep 70

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Correctional Rehabilitation, *Corrective Institutions, *Criminals, *Delinquent Behavior, *Females, *Prisoners

Identifiers—*Women Offenders

In this bibliography citations are divided into four sections: books, journals, research projects, and special publications which originate primarily in state agencies. Citations cover the period from 1940 through 1970. Over 180 citations are listed. (MPJ)

ED 132 449 CG 006 205

Ahlbrand, William P., Jr.

Perceptions of High and Low Verbal Participants.

Pub Date 7 Feb 71

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, February, 1971)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Rating, *Classroom Communication, *Classroom Participation, Elementary Education, High Achievers, Humanistic Education, Interaction Process Analysis, Low Achievers, Research Projects, *Self Concept, *Teacher Attitudes, Verbal Communication

The relationship between classroom participation and student self concept is examined. This study tests the degree to which high and low participants differ in perception of (1) their own status with their peers, (2) their academic status, (3) their interest in studying and (4) dimensions of teacher consideration, teacher stress on subject, and teacher punitiveness. Sociometric questionnaires and tape recordings were used to analyze data from 90 fourth, fifth and sixth graders. Results indicate that high participants are more positive about themselves, their subject, and their perceptions of the teacher. (MPJ)

ED 132 450 CG 006 211

Duff, William L., Jr. *Houston, Samuel R.*

Measuring the Performance of the Inner City Elementary School.

Pub Date [65]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Elementary School Students, Elementary School Teachers, *Inner City, *Performance Factors, Research Projects, *Socioeconomic Influences, Statistical Studies, *Teacher Characteristics

The objective of this study is to identify the correlates of student performance and teacher retention in an inner city elementary school district. The study is divided into two parts: a descriptive section which presents the data to be analyzed and the classical regression techniques to be used, and the analytic section which compares a principal component regression approach to an a priori grouping of predictors. The results indicate that socioeconomic factors are more important than school or teacher considerations in influencing student performance. The study also suggests that the energy of a young teaching staff is important in improving student attitudes toward schooling. With regard to retention of teachers, results suggest that teachers born in the area served by the district are more likely to stay with a district over a period of time. Teacher retention is also enhanced by a low pupil/teacher ratio. (MPJ)

ED 132 451 CG 006 213

Goodman, Elizabeth S.

Development of Research in Marriage Counseling.

Pub Date 3 Sep 70

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (78th, Miami Beach, Florida, September 3, 1970)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Growth Patterns, Historical Reviews, Interpersonal Relationship, *Marriage Counseling, *Material Development, *Productivity, *Research Problems, *Scientific Research

This study traces the development of research in marriage counseling to discover whether generalizations concerning development in a scientific field also apply to research in marriage counseling. It is hypothesized that it is possible to identify development in a field along the lines of productivity of research, development of accretive studies, changes in research treatment, and changes in the boundary of the field. Based on these criteria, 161 papers were analyzed. Results indicate that there has been an increase in marriage counseling research which, however, has not been accompanied by increased scientific sophistication in terms of growth by accretion or by greater rigor in research treatment. The author feels these findings might be interpreted as being due to the immaturity of the field or to basic differences between this field and general science. (Author/MPJ)

ED 132 452 CG 006 530

Soares, Anthony T. *Soares, Louise M.*

The MMPI in a Study of the Diffusion of Stereotypic Sex Traits.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, College Students, *Emotional Adjustment, Individual

Characteristics, *Middle Class, Research Projects, Sex (Characteristics), *Sex Stereotypes, Trend Analysis

Identifiers—*Minnesota Multiphasic Personality Inventory, MMPI

Using the MMPI, this study investigates the extent to which sex lines are diffused among college students who tend to represent the middle class. In a comparison of MMPI scores, male college students scored higher than females on all ten clinical scales with seven of these significant, indicating better adjustment in general for women. In regard to the personality traits, the men tended toward less virile characteristics—sensitive, worrisome, insecure, easily embarrassed; women tended toward more masculine characteristics—ambitious, aggressive, confident—indicating overlap of traditional sex characteristics. (Author/MPJ)

ED 132 453 CG 007 030

Cottingham, Harold F.

Counseling, Guidance and Personnel Services: A Topical Outline with Selected Readings and Bibliographies.

Pub Date 71

Note—173p.

Available from—J.G. Ferguson Publishing Company, Chicago, Illinois.

Document Not Available from EDRS.

Descriptors—Anthologies, Bibliographies, *Counseling, *Curriculum Guides, *Guidance, Higher Education, Program Development, *Reference Books, Resource Materials, *Student Personnel Services

This collection of references is designed to present an outline of the field of guidance, counseling, and personnel work. Its primary purpose is to offer a structure around which a student can build his knowledge. The topics within each area offer enough detail for intensive reading or discussions. For convenience, fourteen basic references are cross-indexed with all units. These are supplemented by selected book and periodical bibliographies for each unit. The book may be used as an outline within which the user may organize his own notes. As notes are made in the spaces provided, a brief notation as to the source of the note (such as the author's name) should be made so that the reference may be found again if necessary. The reader's attention is called to the special bibliographies arranged by educational level in the appendix. For those interested in using books of readings, a list of such books is given. A guidance milestones chart is also provided. Finally, several special bibliographies are included to suggest collateral readings. (Author)

ED 132 454 CG 007 034

Greenfield, Blaine S. And Others

Shoplifting: A Study Guide.

New Jersey Retail Merchants Association, Trenton.; Rider Coll., Trenton, N.J. Dept. of Business Education.

Pub Date [71]

Note—61p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Crime, *Curriculum Guides, Delinquency, *Distributive Education, *Prevention, *Resource Guides, *Study Guides, Teaching Guides

Identifiers—*Shoplifting

New Jersey's Distributive Education Teacher-Coordinator has responded to the increase in shoplifting by developing teaching units for in-school programs and adult classes which deal with this problem. This instructional outline begins with a teaching lesson concerning the purposes and objectives of the course. The second lesson expands upon the ideas developed in the first session. Shoplifters are categorized according to their methods and the tools of the trade are examined in the third lesson. Lesson four deals with the factors that induce shoplifting and what is being done to combat it. The fifth and final lesson presents the legal ramifications of shoplifting and summarizes the course. (Author/SJL)

ED 132 455 CG 007 048

Werner, Jeanne Elder

Vocational Choices of Selected Working Women and Holland's Theory.

Note—5p.; Best Copy Available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, Females, *Job Satisfaction, *Occupational Choice, Questionnaires, Research, *Role Theory, *Vocational Interests, *Working Women

Identifiers—*Holland Vocational Preference Inventory

Holland has found that his theory of vocational choice is a fair predictor of college women's vocational choices. This study investigated the applicability of Holland's theory to women employed full-time. The relationship of the criterion variables of achievement (salary) and job satisfaction to the predictor variables of homogeneity, consistency, congruency and role choice were investigated. A stratified sample of 348 women employed as factory workers, research scientists, teachers, bank employees, managers and supervisors, and commercial artists, interior decorators, writers represented Holland's six occupational types. An inverse relationship existed between homogeneity and salaries for Social and Artistic sub-groups. No relationship existed between homogeneity and salaries for the Total group or the Realistic, Investigative, Conventional, and Enterprising sub-groups. Moderately satisfied women in the Total group had significantly higher homogeneity scores than either the satisfied or dissatisfied women in the Total group. No significant difference was apparent between satisfaction and homogeneity when the group was divided into sub-groups. (Author)

ED 132 456 CG 007 049

Woodbury, Charles A., Jr. Jacobson, Milton D.

Assessment of Cognitive Behavioral Objectives: An Essential Step in Curriculum Development and Change.

Pub Date [70]

Note—6p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement Tests, *Behavioral Objectives, *Cognitive Objectives, *Curriculum Development, Educational Objectives, Educational Research, Elementary Secondary Education, *Needs Assessment, *Test Validity

Crucial to curriculum development and change is the assessment of cognitive objective achievement and the identification of cognitive needs. Validation of instrumentation to evaluate the attainment of cognitive behavioral objectives was an essential first step in a state-wide educational needs assessment study conducted by the investigators. A total of 3,365 behavioral objectives in 23 cognitive subjects were selected or developed by academic specialists and authorities. Attainment was assessed by the state mandated testing program utilizing nationally standardized tests. The tests were administered to a sample of 20,000 pupils in grades four, seven and eleven within Virginia schools. The assessment of the test's content validities was accomplished by inspectional analyses which compared test items with selected behavioral objectives. The findings are described in light of the limitations of using nationally standardized tests to measure local performance outcomes. The investigators recommend the development of criterion-referenced exercises. (Author/SJL)

ED 132 457 CG 007 054

Barclay, Kenneth B.

College Activities in the 70's.

Pub Date [70]

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Environment, College Students, Higher Education, Historical Reviews, *Intervention, *Ombudsmen, *Outreach Programs, *Role Perception, *Student College Relationship, Student Personnel Services, *Student Personnel Workers

Identifiers—*Activities Directors

College Activities of the 70's deals with the role of the Activities Director as educator, using the campus as his classroom. This individual is involved in the education of students by assisting them with their socialization and maturation process, through student involvement in presenting programs for and with the entire college community. The activities offices of the 70's should be using, to develop their roles as educators, newsletters, the newspaper, and other media, and should establish a sound program for new students that extends well into their first academic

year. Activities Offices should be "reaching out" to students, rather than expecting people to come to them. The activity Officer must be an ombudsman for students in their interacting with faculty and administration, as well as a liaison to all "estates" of the college community. This individual must know the pulse of the student body, and be a knowledgeable voice in referring students concerns to interested faculty, administration and members of the lay community. (Author)

ED 132 458 CG 007 061

Haase, Richard F.

The Relationship of Personality Characteristics to Paralinguistic Behavior in the Interview.

Pub Date [71]

Note—3p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Patterns, Comparative Analysis, *Individual Characteristics, *Linguistic Patterns, *Paralinguistics, *Personality Assessment, Personality Tests, Psychological Studies, Speech Habits, *Verbal Communication

Identifiers—*Sixteen Personality Factor Questionnaire

Thirty-six subjects were administered the 16PF and participated in a brief, unstructured interview. Paralinguistic behavior (fluency, duration and speech rate) were scored from tapes of the interviews and correlated to personality characteristics. Four significant relationships emerged revealing that fluency is related to adventurousness; duration is related to maturity and superego strength; and speech rate is related to surgery. The relationship between personality and nonverbal behaviors is discussed with reference to diagnosis and communication in counseling-like interviews. (Author)

ED 132 459 CG 007 105

Greenshields, Charles M.

A Model for Counseling and Human Development. Pub Date 4 Apr 72

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1972)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Counseling Effectiveness, *Counseling Theories, Educational Diagnosis, *Elementary School Counselors, *Human Development, Intervention, Mental Development, *Models, *Secondary School Counselors, Speeches, Student Characteristics, *Student School Relationship

Six basic assumptions are necessary for the counselor to function effectively in a school setting. (1) There exists a relationship between the individual's performance (physical or psychological) and his ability (used or not used). (2) The performance of the client is modifiable. (3) The force or forces affecting the developmental pattern can be identified and its (their) effect(s) on the organism can be established. If more than a single force is operating then the interaction effect of those forces can be established. (4) There exists or can be developed a diagnostic procedure which can be used by the counselor to write a prescription to alter the established vectors. (5) Where appropriate the prescriptions can be applied by the classroom teacher. (6) Intervention in and modification of the child's developmental course is not a legal question. Mathematical formulas to predict the individual's level at any defined time are explored. (KS)

ED 132 460 CG 007 222

Perri, Benito

The Use of Telephone Therapy as a Short-term Crisis-Intervention Counseling Technique in a Community Mental Health Center.

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstracts, Adjustment (to Environment), Counseling, *Counseling Effectiveness, *Counselor Attitudes, *Crisis Therapy, Females, Institutional Research, *Mental Health Programs, *Telephone Communication Systems

Identifiers—*Telephone Therapy

This extensive abstract describes a study which investigated the therapeutic effectiveness and satisfaction of telephone therapy. Subjects were female outpatients who came to the mental health center for counseling. Treatment groups

received face-to-face therapy, telephone therapy or delayed therapy (control group). The measures used with the subjects were an adjustment scale, a problems checklist, a satisfaction scale and an individual problem-improvement checklist. A fifth measure was a separate pre-test and post-test survey on counselors' opinions toward telephone therapy. Subjects receiving either therapy were found to be more improved on their individual problems than the control group subjects. No significant differences on the other measures were obtained. Counselor opinions toward telephone therapy showed no improvement from pre-test to post-test. (Author/SJL)

ED 132 461

CG 007 281

Meinke, Dean L.

Conceptual Learning and the Self-Concept.

Pub Date Apr 72

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1972); Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Ability, *College Students, *Concept Formation, Educational Research, Higher Education, *Learning Characteristics, *Learning Processes, *Performance, *Self Concept

Using subjects classified on the basis of positive and less positive self-concepts, this study investigates the effects of instructions, a principle, and practice with four concept-attainment problems on the efficiency of the attainment of concepts among subjects. The findings indicate the subjects with more positive self-concepts attain abstract concepts significantly more efficiently than lower self-concept subjects. This study also replicates the findings of prior studies by supporting the effectiveness of manipulating instructions to facilitate concept learning. These findings and their implications are discussed. (SJL)

ED 132 462

CG 007 338

Mental Health Program Reports - 4.

National Inst. of Mental Health (DHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.

Pub Date Jan 70

Note—331p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Publication No. 5026, HC \$1.75)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aggression, Alcoholism, Behavioral Science Research, *Crime, Culturally Disadvantaged, *Mental Health, *Prevention, *Social Problems, Suicide, *Violence

The emphasis of this NIMH report is to improve our understanding of the origins of violence and to suggest ways of acting on that knowledge to reduce the incidence of crime and violence in American society. Also included in this volume are details of work aimed at reducing the toll of such problems as alcoholism and suicide among our citizens; a new approach in treating alcoholics; and efforts to understand and prevent adolescent suicides. Avenues for reducing the effects of cultural deprivation are explored in a study of young children from disadvantaged families. New efforts designed to meet the special mental health needs of Americans in contrasting settings—urban and rural—are also described. This volume also contains reports of the Institute's continuing efforts in basic biological and behavioral research—efforts aimed at helping to understand, for example, the genetic bases of mental illness, and the neurophysiological background of man's intellectual and emotional functions. (Author/NG)

ED 132 463

CG 007 896

Thompson, Donald L.

Knowledge of Occupations, Level of Aspiration, Career Choice and Level of Vocational Development Among College Women.

Spons. Agency—Connecticut Univ. Research Foundation, Storrs.

Pub Date Feb 73

Note—10p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (San Diego, California, February 9-12, 1973); Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Choice, *College Students, Educational Research, *Females, Higher Education, *Maturation, *Occupational Aspiration, *Occupational Information, Questionnaires, Research Projects, *Vocational Development

The purpose of this study is to examine the relationship between level of vocational development and career choice, knowledge and perceptions of occupations and level of aspiration among college females. Subjects were selected from the dormitory population at the University of Connecticut using a random stratified method so as to include a total of 75 students from each of four undergraduate grade levels. Subjects were administered a series of tests and a questionnaire (including the Occupational Prestige Scale—Short Form, the Occupational Aspiration Scale, and the Crites Vocational Development Inventory) during the summer and fall of 1972. The data analysis to be completed in October 1972, includes the use of the statistical techniques of analysis of variance and multiple correlation. The results should provide counselors and other educators information with which to help females become fully functioning in the world of work. (Author)

ED 132 464

CG 007 920

Potter, Beverly A.

Increasing Decision-Making Behavior in Women: What the Counselor Can Do.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Change, *Females, Information Needs, *Information Seeking, *Motivation, *Occupational Information, State of the Art Reviews, *Vocational Counseling, *Vocational Development

Girls and women "play at" making vocational decisions and setting life goals. They have little concrete information about the requirements of the work world and are unmotivated to seek out such information. Because adequate information is the basis of sound decision-making, it is important that counselors take active steps to motivate girls and women to gather information. Berlygn's theory of motivation to seek information can be used by counselors as a guideline for developing intervention strategies. The author concludes that steps be taken to increase girls and women's uncertainty about their futures which will lead to active information seeking behavior. After motivation has been developed, the counselor can teach the decision-making process. (Author)

ED 132 465

CG 007 979

Watkins, Helen H.

Hypnosis and Smoking: A Five-Session Approach.

Pub Date Feb 73

Note—7p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (San Diego, California, February, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Change, College Students, *Health Education, *Hypnosis, Program Descriptions, *Smoking, Speeches, *Tobacco

An active five-session, individualized treatment approach to the stopping of smoking is described. This approach emphasized the following: (a) the feedback, in and out of hypnosis, of the client's own reasons for quitting, (b) the visualization of both positive and negative smoking experiences meaningful to the client, (c) maintaining contact with the client by telephone, (d) the use of meditation during hypnosis to obtain further individualized motives and mobilize inner fighting resources to kick the habit, and (e) self-hypnosis. After six months, 75% of those treated were non-smokers. (Author)

ED 132 466

CG 007 981

Zabrack, Merle Miller, Norman

Group Aggression: The Effects of Friendship Ties and Anonymity.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Aggression, Behavioral Science Research, Behavior Patterns, College Students, *Friendship, *Group Behavior, Group Unity, *Hostility, *Patterned Responses, *Relationship, Research Projects

Identifiers—*Anonymity

The degree of acquaintance among group members (friends or strangers) and the opportu-

nity for group members to observe each other's actions (anonymous or non-anonymous) were manipulated in a 2 x 2 factorial design, to determine the amount of aversive stimulation that would be administered to a target person. When group members could not observe each other, friends and strangers administered aversive stimulation equally often. When others' actions were observable, group members administered the aversive stimulus more often. Furthermore, groups of friends administered it more often than strangers. Differential uncertainty and/or anxiety reduction via social support can explain these results. (Author)

ED 132 467

CG 008 027

Barclay, James R.

System Wide Analysis of Social Interaction and Affective Problems in Schools; Part 1: Multiple Needs Assessment in the Elementary School; Part 2: A Model for Policy Making.

Pub Date Jan 73

Note—66p.; Paper presented at the Banff International Conference on Behavior Modification (5th. January, 1973, Banff, Alberta, Canada)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Affective Behavior, *Classroom Environment, Classroom Research, Computer Oriented Programs, Conference Reports, Elementary Schools, Evaluation, Individual Differences, *Interaction Process Analysis, Measurement Techniques, Motivation, *Resource Allocations, *Student Needs

Identifiers—*Barclay Classroom Climate Inventory

This two-part paper details both a method of arriving at a multiple needs assessment, and relates the process to strategy-planning and evaluation. The assessment procedure is based on the analysis of individual differences in a number of affective, social interaction, and motivation areas by a computer process. On the basis of such individual appraisal, the characteristics of classrooms, grades and other units can be obtained. (Author)

ED 132 468

CG 008 238

Holland, John L.

The Development and Current Status of an Occupational Classification.

Pub Date Feb 73

Note—6p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (San Diego, California, February, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Occupational Choice, *Occupational Clusters, Occupational Tests, Speeches, *State of the Art Reviews, Test Reviews, *Theories

The author summarizes the origin of his occupational classification scheme, the main events in its development, and its present form. A number of deficiencies in this classification scheme are addressed, and the virtues of the scheme are enumerated. Although the present classification is the outcome of much empirical work, individual categorizations are approximate rather than precise. (SJL)

ED 132 469

CG 010 920

Zalk, Sue R. Katz, Phyllis A.

Katz-Zalk Projective Prejudice Test: A Measure of Racial Attitudes in Children.

Pub Date [76]

Note—37p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1235, prepayment required)

Document Not Available from EDRS.

Descriptors—Educational Research, Elementary Education, *Elementary School Students, *Negroes, *Projective Tests, *Racial Attitudes, *Racial Discrimination, *Response Mode, Social Attitudes

Identifiers—*Katz Zalk Projective Prejudice Test

A test consisting of slides of ambiguous school situations was designed for measuring racial attitudes in children. For each slide, the subject is asked to choose which child initiated or is the recipient of a positive or negative event. The instrument was standardized on 547 black and white urban, public school children at the first, second, fourth, and fifth grades. Additional data were collected from the second and fifth grades

of a suburban community. Administration of the test was counterbalanced for race of examiner. Differences in response patterns were found as a function of age, race of examiner, race of subject, and in some instances, gender. These differences are discussed, and some problems with regard to measurement are noted. (Author/SJL)

ED 132 470 CG 010 921

Yontef, Gary M. White, Glenn M.
Involvement, Discrepancy, and Order of Presentation Effects on Attitude Change, Communication Displacement, and Communicator Evaluation.

Pub Date [76]

Note—19p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1181, prepayment required)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, *Communication (Thought Transfer), *Communication Problems, Intercommunication, *Males, *Primacy Effect, Psychological Studies, *Response Mode, Self Evaluation

Identifiers—*Aggressive Submissive Continuum

Male subjects holding extreme positions on an aggressive-submissive continuum were trichotomized into involvement levels and received an aggressive communication and a submissive communication in one of two orders. The 144 subjects estimated each communicator's position, judged each communicator on Semantic Differential scales, and then reestimated their own positions. Medium involvement subjects shifted their attitudes toward the discrepant communication more than did high- or low-involvement subjects, and a communication order primacy effect on attitude change occurred. Communicator position judgments were assimilated toward subjects' own positions. Evaluative, potency, and intelligence judgments of the communicators were subject to a number of involvement, communication order, communication discrepancy, and own-position effects. (Author)

ED 132 471 CG 010 922

Yates, Veseth S. Zedeck, Sheldon

Job Needs and Satisfaction: A Comparison of High Risk and Low Risk Occupations.

Pub Date [76]

Note—18p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1214, prepayment required)

Document Not Available from EDRS.

Descriptors—*Expectation, Experienced Laborers, *Job Satisfaction, *Needs Assessment, Occupations, Psychological Studies, *Risk, *Work Environment, *Work Experience

Identifiers—*Job Needs
The relationship between satisfaction and need hierarchies as a function of high risk (HR) or low risk (LR) in a job was examined. Results indicated that there were significant differences in satisfaction for a set of 25 job characteristics between HR (N=93) and LR (N=82) workers. In contrast, there were no real differences in need hierarchies for the two groups, nor was the HR group homogeneous in its needs as compared to the LR group. A possible explanation for these results is that since the samples of workers were experienced, their expectations and needs were different or fulfilled, as opposed to their expectations and needs when they first entered their jobs. Future research to include a young set of workers is suggested. (Author)

ED 132 472 CG 010 923

Wells, Richard A.

Short Term Treatment: An Annotated Bibliography (1945-1974).

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—107p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$8.00, MF \$4.00, Order No. JSAS MS. 1189, prepayment required)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Family Counseling, *Group Therapy, *Individual Counseling, *Intervention, Methods, Patients (Persons), *Psychotherapy, Therapy

Identifiers—*Short Term Training

Short-term treatment has been steadily gaining in popularity in the past five years although its historical antecedents are of much longer standing. This annotated bibliography is the result of a literature search covering the major journals in psychology, psychiatry, and social work during the period from 1945 to 1974. A total of 243 articles were located and categorized as follows: (a) theoretical and review articles, (b) short-term methods in individual therapy with adults, (c) short-term methods in individual therapy with children and adolescents, (d) short-term methods in group therapy, (e) short-term methods in family and marital therapy, and (f) short-term methods with hospitalized patients. The bibliography is accompanied by a critical review of short-term treatment that discusses trends and particularly concentrates on innovative methods of brief intervention in individual and family crisis and with children and their families. An author and subject index is also included. (Author)

ED 132 473 CG 010 924

Van De Riet, Vernon Resnick, Michael B.

Learning to Learn: An Effective Model for Early Childhood Education.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—182p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$11.00, MF \$4.00, order number JSAS MS. 1255, prepayment required)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Changing Attitudes, Child Development, *Cognitive Ability, *Compensatory Education, Demonstration Programs, *Disadvantaged Youth, Early Childhood Education, Longitudinal Studies, Program Descriptions, Program Evaluation

The purpose of the Learning to Learn Project was to ascertain if a comprehensive, early-childhood intervention program could effectively break the cycle of educational disabilities and inadequacies generally associated with the public school careers of poverty children, and insure their long-term educational success. Major findings of the five-year project revealed increases in the Learning to Learn children's intellectual ability, as well as average or better academic performance in regular school classrooms. The data concerning social behavior, school conduct, emotional adjustment, and academic motivation consistently revealed that the Learning to Learn children showed positive attitudes toward themselves, educational school situations, and the way they dealt with their day-to-day interpersonal interactions. This study clearly indicates that at the end of the third grade, graduates of the Learning to Learn Program are experiencing impressive educational and developmental success in public school. (Author)

ED 132 474 CG 010 943

Krieger, Howard And Others

The American University Hotline: Manual for Trainers.

American Univ., Washington, D.C.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Grant—OCD-CB-478

Note—64p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1250, prepayment required)

Document Not Available from EDRS.

Descriptors—*Counseling Services, *Crisis Therapy, Educational Programs, Information Services, Manuals, Models, *Nonprofessional Personnel, *Paraprofessional Personnel, *Student Personnel Services, *Telecommunication, Trainers

Identifiers—American University, *Hotlines

The philosophy, rationale, and specific training procedures of the American University Hotline are detailed in this trainer's manual. The manual

provides a step-by-step discussion of training procedures implemented in a student-operated university hotline telephone service. The training package, widely disseminated over the past six years, has been used as a model for the National Institutes of Mental Health. Training design and implementation are discussed and the training text includes notes to trainers and suggestions as to application of concepts covered. The format used is specific and straightforward, discussing design, training environment, necessary materials, procedural points, and examples. This training program serves as a basic model for training paraprofessionals to work on a college campus. The manual represents completion of a service/training package begun with "The American University Hotline: A Model Crisis Intervention Telephone Service—Manual for Staff Members." (Author)

ED 132 475 CG 010 944

Goldberg, Carlos

Women's Liberation Scale (WLS): A Measure of Attitudes Toward Positions Advocated by Women's Groups.

Pub Date [76]

Note—16p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1187, prepayment required)

Document Not Available from EDRS.

Descriptors—*Attitudes, College Students, *Females, *Feminism, Males, *Measurement Instruments, Sex Stereotypes, *Test Construction, Test Reliability, Test Validity

Identifiers—*Women's Liberation Scale

The Women's Liberation Scale (WLS) is a 14-item, Likert-type scale designed to measure attitudes toward positions advocated by women's groups. The WLS and its four-alternative response schema is presented, along with descriptive statistics of scores based on male and female college samples. Reliability and validity measures are reported, and the factor structure, item means and item-whole correlations are also described. Finally, the correlation of the WLS with the Attitudes Toward Women Scale (AWS) is presented. (Author)

ED 132 476 CG 010 945

Ford, David L., Jr.

Predicting Group Decision Strategies: The Effect of Rating-Scale Use Bias on Accuracy of Prediction.

Pub Date [76]

Note—28p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1169, prepayment required)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, *Decision Making, Decision Making Skills, *Group Behavior, Group Dynamics, *Mathematical Models, Models, *Prediction, Rating Scales, Research Projects

Mathematical models have been used extensively to describe the judgmental processes and strategies of individual decision makers, but rarely have the procedures been extended to describe the judgmental strategies of decision-making groups. The present study attempts to extend the procedures for the purposes of describing group decision-making strategies. Five mathematical models are examined as potential representations of the subjective evaluation decision schemes of individual decision makers. Based on the individual decision-maker model designations, predictions are made as to the best model representation for the decision groups composed of these individual members, whereby the aggregate of the members' judgments is used as an input to the resulting group models. The accuracy of the predictions is examined in light of individual differences in response-scale use by various subjects. (Author)

ED 132 477 CG 010 946

Force, Ronald C. And Others

What Entering, Within-Program Variables Relate to Postrehabilitation "Success?"

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—32p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1192, prepayment required)

Document Not Available from EDRS.

Descriptors—*Delinquent Rehabilitation, *Delinquents, Program Descriptions, Program Evaluation, Rehabilitation, Research Projects, *Residential Care, *Success Factors, *Youth Agencies, *Youth Programs

Adjudged offenders and predelinquent youths 12 to 18 years of age, from the United States, were selected for anticipated amenability to correctional change in this open-residential therapeutic environment. Each of four homes houses 26 youths. Each youth has a thorough assessment, explicit treatment plan, and primary counselor. All elements of the program are directed toward resocialization. The modal stay is 11 months. For the last eight years a fixed minimum battery of psychological and behavioral measures has been administered upon each youth's entrance. The currently employed criterion is to follow the outcome of each selected youth for two or more years subsequent to treatment. Outcome is rated in terms of ability to cope, ability to carry own weight in society, ability to maintain freedom, employment, skill improvement, financial responsibility, and rated "personal soundness." This paper concludes that though the co-relationships established between predictor and ongoing variables do not establish causation in a treatment situation, the known relationship is available knowledge superior to no known relationship, and is suggestive of change in the environment. Described are the many changes in selection, in treatment strategy, and in shifts in the budgeting of the youth homes introduced because of feedback. (Author)

ED 132 478 CG 010 947

Capasso, Deborah R. Hendrick, Clyde

Bibliography of Journal Articles in Social Psychology: First Half of 1975.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service. Pub Date [76]

Note—22p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1183, prepayment required)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Group Dynamics, *Periodicals, *Social Psychology, *Social Science Research

The present bibliography updates three previous manuscripts which Hendrick helped develop. Articles from five journals are arranged alphabetically by heading and by author under 31 subject headings. The journals are *Journal for the Theory of Social Behavior*, *Journal of Applied Social Psychology*, *Journal of Experimental Social Psychology*, *Journal of Personality and Social Psychology*, and *Representative Research in Social Psychology*. The bibliography may be useful for courses and seminars emphasizing current literature. For convenience in assigning readings, the articles are numbered consecutively from 1 to 205. The number of articles per subject heading varies widely, ranging from 1 to 23. Subject headings are as follows: aggression; altruism and helping; animal social psychology; attitudes; attraction; attribution; balance theory; bargaining and interaction; conformity; developmental social psychology; dissonance; ecological psychology; equity and inequity; group dynamics; impression formation, information integration, and person perception; leadership; mere exposure; nonverbal communication; personality variables and behavior; race, ethnic, and sex research; reactance theory; risk-taking behavior; self-awareness, self-disclosure; social comparison theory; social psychology and the law; social psychology of the experiment; stereotyping, prejudice, and ethnocentrism; stress and emotionality; theoretical and methodological issues; and time perception. (Author)

ED 132 479 CG 010 948

Campion, James E. And Others

The Job Satisfaction of Mexican-American Blue-Collar Employees.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service. Pub Date [76]

Note—14p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1182, prepayment required)

Document Not Available from EDRS.

Descriptors—*Blue Collar Occupations, Cross Cultural Studies, Cultural Differences, *Employee Attitudes, *Job Satisfaction, *Mexican Americans, Minority Groups, Needs Assessment, *Unskilled Workers, *Work Attitudes

Identifiers—*Porter Need Satisfaction Questionnaire

It has been argued that due to cultural differences, minority group members may perceive and respond to the work environment differently than nonminority group members. Past research has focused on Black-White differences in job attitudes. The present study investigates the job attitudes of Mexican-American employees. The sample consisted of 58 Mexican-American and 48 White, blue-collar male employees of a food-processing company located in a large southwestern city. A modified version of Porter's Needs Satisfaction Questionnaire was used to measure need satisfaction and importance in five areas: security need, social needs, esteem needs, autonomy needs, and self-actualization needs. The results indicated that need satisfaction and importance were very similar for these two groups. Only 2 of 26 comparisons were statistically significant. The Mexican-American employees were more satisfied with job prestige outside the company and, compared to the non-minority group, they perceived opportunity for friendship as more important. The hierarchies of need satisfaction and importance were also quite similar for the two groups. Overall, these results suggest that Mexican-American employees perceive and value their jobs in a manner very similar to that of nonminority employees in comparable jobs. These findings were discussed in relation to earlier work. (Author)

ED 132 480 CG 010 949

Bleda, Paul R.

Empathy, Sympathy, and Altruism.

Pub Date [76]

Note—41p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1180, prepayment required)

Document Not Available from EDRS.

Descriptors—*Altruism, Behavioral Science Research, Emotional Experience, *Empathy, *Identification (Psychological), *Interpersonal Relationship, Motivation, Social Behavior, *Social Development, State of the Art Reviews

In contrast to previous reviews that have dealt extensively with either situational determinants of intervention in emergencies or norms governing prosocial actions, the present paper focuses primarily on the role of empathy and sympathy in mediating helpful acts. To provide a meaningful context in which to integrate research in this area, two distinct tasks are undertaken. First, the conceptual meaning of altruism is discussed via a comparison of general definitions of this term and an examination of its evolutionary and behavioral aspects. Second, empirical findings implicating the role of empathy and sympathy in facilitating prosocial behaviors are reviewed comprehensively. A synthesis of these relevant findings is attempted via discussions of (1) the nature of altruistic motivation, (2) the development of a capacity to relate emotionally to others, and (3) the processes involved in learning the value and form of altruistic behaviors. (Author)

ED 132 481 CG 010 956

Teanor, William van Houten, Therese

A Study of Alcohol Abuse Among Runaway Youth and Their Families. Survey of Alcohol Related Problems Among Runaway Youth Seen in Runaway Centers.

National Youth Alternatives Project, Inc., Washington, D.C.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md. Pub Date Mar 76

Grant—NIAAA-1-R16-AA01525-01

Note—182p. Not available in hard copy due to marginal legibility of original document. Abbreviated version of the 1974-1975 Annual Report of the NYAP-NIAAA Study On Alcohol Abuse Among Runaway Youth and Their Families.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adolescents, *Alcoholism, Demography, Demonstration Projects, *Drinking, Family Influence, *Parent Influence, Research, *Socially Deviant Behavior, *Surveys

Identifiers—*Runaways

The objectives of this project are two-fold: (1) to provide runaway counselors—both professional and paraprofessional—with training in the knowledge and skills needed to effectively deal with runaways and families affected by alcohol abuse, and to evaluate the impact of this training, and (2) to document the incidence and degree of alcohol abuse among runaways and their families in a purposively selected sample of runaway centers. This report explains and summarizes the outcome of this second objective. The first chapter tells the reader about runaways and runaway programming, and summarizes available research on alcohol abuse in this runaway population, and in the general adolescent population. The remaining two chapters contain the survey methodology, hypotheses, and findings. These findings indicate that fifty percent (50%) of runaways are heavy alcohol users and that in at least twenty percent (20%) of their families at least one parent abuses alcohol—figures which certainly confirm the need for alcohol counseling capability in programs serving runaways. (Author)

ED 132 482 CG 010 957

Arndt, J. Richard

Underachievement: A General Overview.

Pub Date Jul 71

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classification, *Educational Diagnosis, Elementary Secondary Education, *Literature Reviews, Post Secondary Education, *Research Needs, *Research Problems, State of the Art Reviews, *Underachievers

No general comprehensive theory of underachievement exists despite much research having been performed and hundreds of articles having been published. Further, underachievement as a concept often seems to be divorced from the individual pupil's or student's unique problem(s) as an underachiever. Indeed, even the designation "underachiever" differs according to research designs used to collect data. The practitioner desiring to understand and help underachievers will benefit from acquaintance with various aspects of the subject such as definitions, classification systems, research inadequacies, improvement possibilities, and bibliographies of published research. The purpose of this paper is to present the kind of general overview which will provide that acquaintance. (Author)

ED 132 483 CG 010 958

Gray, Morris J. Levin, Irwin P.

Weighting of Factors in Rating Occupational Desirability.

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, *Job Satisfaction, *Occupational Choice, Occupations, Psychological Studies, Rating Scales, *Salaries, Salary Differentials, *Social Status, *Work Attitudes, *Working Hours

Subjects were asked to rate occupational desirability in two different tasks: (1) ratings based on varying levels of salary, workload, and prestige for unidentified occupations; and (2) ratings of actual occupational titles. Ratings of unidentified occupations based on the three factors could be described by an averaging model of the form supported in previous studies of information integration. However, the weighting of factors differed considerably in the two tasks; prestige was much more important in rating actual occupations than in rating unidentified occupations. Possible reasons for this were discussed. (Author)

ED 132 484 CG 010 959

Weldy, Gilbert R.

What's What with Who's Who? A Report on Recognition Programs for Students.

National Association of Secondary School Principals, Reston, Va.

Pub Date 76

Note—33p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (HC \$1.00 in single quantities, \$.80 for 10-24 copies, \$.70 for 25-99 copies, \$.65 for 100 or more copies, prepayment required on orders of less than \$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Consumer Protection, *Data Collection, Educational Research, *Guidelines, *High School Students, Information Dissemination, Principals, *Publishing Industry, Questionnaires, *Recognition, Reference Materials, Surveys

This study delves into the intricacies of the "Who's Who" publishing enterprise to try to understand its purposes and its appeal. Surveyed were all the organizations and publishers claiming to render recognition services for high school students. The purpose in soliciting information was to develop some guidelines which would be helpful to high school principals and their students in evaluating their participation. The information obtained was used to present a program-by-program review and to point up the problems and pitfalls for principals and students in participating in such programs. The report concludes with a set of guidelines which are suggested to help protect students and schools from the abuses common in the various recognition programs for high school students. (SJL)

ED 132 485 CG 010 960

S. 192. An Act to Provide Scholarships for the Dependent Children of Public Safety Officers Who are the Victims of Homicide While Performing Their Official Duties, and for Other Purposes. 94th Congress, 2nd Session, July 21, 1976.

Congress of the U.S., Washington, D.C. Senate.

Report No.—S-972

Pub Date 21 Jul 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Attendance, *Dependents, Educational Legislation, *Federal Legislation, Financial Support, *Fire Fighters, Higher Education, *Police, *Scholarships

Identifiers—*Public Safety Officers Memorial Scholarship Act

The text of the Act includes sections pertaining to definitions, scholarships authorized, award requirements and limitations, agreements with eligible institutions and appropriations authorized. (SJL)

ED 132 486 CG 010 961

Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Vol. 31, No. 3, September, 1976 (and Supplement).

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Sep 76

Note—32p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (HC \$9.00 subscription per year)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Bibliographic Citations, *Career Opportunities, *Educational Guidance, *Occupational Information, Publications, State of the Art Reviews, *Vocational Counseling

This publication is a quarterly annotated bibliography of current literature on educational and vocational guidance. Included for each publication cited are the name and address of the publisher and the cost of the publication. The reviews are organized into sections on occupational information; educational, vocational and personal guidance; guidance administration and procedures; student and teacher aids; free or inexpensive guidance material; adult education and aging; handicapped and rehabilitation counseling; the counselor's bookshelf and periodicals in guidance and related fields. The report concludes with a special supplement addressed to the topic of preparation for work in the future. (SJL)

ED 132 487 CG 010 966

How to Study Independently. A Guide for Students Preparing to Take College Proficiency and Regents External Degree Examinations.

New York State Education Dept., Albany.

Pub Date May 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Bound Students, College Preparation, *Equivalency Tests, *External Degree Programs, Higher Education, *Independent Study, *Study Guides, *Study Habits, Study Skills, *Testing Programs

This study guide is written to assist the candidate preparing to take New York State College Proficiency and Regents External Degree Examinations. This booklet offers some suggestions on how to successfully complete an independent study project, learning to do many of those tasks normally performed by a teacher. It is divided into the following sections: (1) preparing for independent study, (2) study methods, (3) recognizing and correcting study problems, (4) resources and further assistance, (5) reviewing and self-testing, and (6) the examination. (Author/CKJ)

ED 132 488 CG 010 969

Jessup, B. And Others

Autogenic Training and Hand Temperature Biofeedback in the Treatment of Migraine: A Preliminary Analysis.

Pub Date Jun 76

Note—22p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Ontario, June 8-12, 1976); Best Copy Available, some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Change, *Change Strategies, *Conditioning, Correlation, *Feedback, Individual Characteristics, Psychological Studies, *Psychophysiology, Psychosomatic Diseases

Identifiers—*Migraine Headaches, *Relaxation Training

The possibility of alleviating migraine headaches by autogenic relaxation training, with or without hand temperature biofeedback, was assessed. The study examined five independent groups in a bi-directional control group design. Volunteer migraine sufferers served as subjects, each participating for 12 weeks. The first four weeks of the study were used to collect physiological baselines and headache symptom and personality data. During the remaining eight weeks two groups attempted to learn hand warming at home by listening daily to an autogenic cassette. Similarly, two groups attempted to learn hand cooling, while the fifth group continued only to keep the headache diary and visit the laboratory. Migraine frequency, intensity and duration all decreased significantly over the course of the study, but these decreases were not related to physiological control, which the subjects did not exhibit. The amount of headache reduction (1/3) was equal to the characteristic benefits of placebo drug treatment. Relaxation training and biofeedback are probably more effective placebos for the treatment of migraine than experimenter attention and headache record keeping. (Author)

ED 132 489 CG 010 983

Facts About Older Americans. 1975.

Administration on Aging (DHEW), Washington, D.C. National Clearinghouse on Aging.

Report No.—DHEW-OHD-75-20006

Pub Date 75

Note—8p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock No. 017-062-00092-1, HC \$0.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Groups, Employment Patterns, *Geographic Distribution, *Health Conditions, *Life Style, *National Demography, *Older Adults, Pamphlets, Senior Citizens, *Sociocultural Patterns

This pamphlet is a publication of the Administration on Aging. It presents the following statistical information on older Americans: their number, geographic distribution, life expectancy, cost of personal health care, living arrangements, marital status, income, employment, health status and health care utilization. (SJL)

ED 132 490 CG 010 984

Pask, Judith M., Comp.

The Emerging Role of Women in Management: A Bibliography.

Purdue Univ., Lafayette, Ind. Inst. for Research in the Behavioral, Economic, and Management Sciences.

Pub Date Apr 76

Note—55p.; Best Copy Available.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Personnel, Audiovisual Aids, Bibliographies, Doctoral Theses, *Equal Opportunities (Jobs), *Females, Management, *Management Development, *Organizational Climate, Periodicals, *Working Women

The role of women in management has become a topic of interest and importance during the last few years. This bibliography was compiled as a contribution to the Krannert Graduate School of Industrial Administration's seminar, The Emerging Role of Women in Management, held March 19, 1976. The materials included have been limited to those dealing with women managers in the business world. Similar activities of women in such fields as engineering, science, education, and library service have been excluded. The bibliography is divided into two parts. The first part is organized by publication format, while Part 2 includes books and articles arranged in broad subject categories. (Author)

ED 132 491 CG 010 985

Morris, David W., Comp.

A Compendium of Selected Abstracts of Literature on Student Financial Aid in the United States Between 1972-1975.

Pub Date [75]

Note—248p.; Ph.D. dissertation, Walden University

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Financial Support, Post Secondary Education, Reference Materials, *Scholarships, State of the Art Reviews, *Student Employment, *Student Financial Aid, *Student Loan Programs

This is an abstract bibliography of selected publications and studies related to the theory and practice of student financial aid in post-secondary education, produced in the United States during the years 1972 through June 1975. Abstracts are grouped under five major headings and three sub-headings: (1) publications related to broad student financial aid areas including philosophy and practice, state and federal issues, and general; (2) publications related to scholarships, fellowships, grants, awards, and gifts; (3) publications related to student loans and loan funds; (4) publications related to cooperative education; and (5) publications related to student employment. (Author)

ED 132 492 CG 011 015

Schayer, Laurel L. Schroeder, Harold E.

The Effects of Continuous Vs. Intermittent Self-Monitoring on the Duration and Magnitude of Behavior Change.

Pub Date [74]

Note—11p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, Change Strategies, Conditioning, Psychological Studies, *Reactive Behavior, *Reinforcement, *Self Control, Self Reward, Speech Habits, *Speech Improvement

Identifiers—*Self Monitoring

Continuous self-monitoring (CSM) was compared with a demand characteristics control condition (non self-monitoring), with intermittent self-monitoring (ISM) and with another control condition. It was predicted that both self-monitoring conditions would produce effects over and above the demand characteristics inherent in the self-monitoring procedure. It was also hypothesized that ISM contains a partial (self) reinforcement component; thus it was postulated that ISM would be superior to CSM with regard to the durability (resistance to extinction) of reactive effects. The target behavior for suppression was speech interruptions (SI). All groups were requested to give impromptu speeches on familiar topics during three periods: (1) 5-minute baseline, (2) 12-minute self-monitoring phase and (3) 12-minute follow-up. The results showed that continuous self-monitoring has significant effects over and above the suppressive effects of demand characteristics. Reliability checks confirmed previous findings that the accuracy of self-monitoring is low. CSM proved to be significantly superior to ISM and both control conditions for decreasing SI and maintaining the decrease. ISM was considered to be a more difficult task which disrupted speech fluency. CSM subjects also received greater practice in noticing and suppressing SI due to the longer time they spent

monitoring SI. It was speculated that the partial reinforcement effect may not be applicable to self-reinforcement. (Author)

ED 132 493 CG 011 081

Mangelsdorff, A. David
Feedback and Job Satisfaction.
Pub Date 76

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Action Research, *Dental Assistants, *Expectation, *Feedback, Health Occupations Education, *Job Satisfaction, Job Training, *Military Personnel, Reinforcement, Speeches, *Training

The purpose of the study was to determine the effects of providing feedback (results of how frequently a variety of tasks had been performed) on the job satisfaction of Dental Therapy Assistants (DTAs) during the course of several levels of training, i.e., up to three months, four to nine months and 10 to 18 months. Trainees were predominantly females. Findings indicated that longer training was related to higher levels of satisfaction with supervisors, indicating effectiveness of praise/reinforcement by dentists working with them. Promotions were cited as affecting satisfaction and leading to longer job tenure. Short-term training was associated with inability to evaluate performance of self. (Author/SBP)

ED 132 494 CG 011 082

Mancini, Jay A.

A Research Note on the Relationships Between Life Satisfaction, Leisure Satisfaction, and Health Satisfaction Among Older Public Housing Residents.

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Recreation Programs, *Leisure Time, *Life Style, *Mental Health, Research Projects, *Self Concept Tests, *Senior Citizens, *Sex Differences

Relationships between/among life satisfaction, leisure satisfaction, health satisfaction and self-rated health are examined among a random sample of 74 (58 females, 16 males) residents (median age 70, median income \$2,500, in 1976) of public housing in North Carolina. Statistical treatment of the data indicates a positive and significant relationship between life satisfaction and leisure satisfaction, and some positive but not significant relationship between life satisfaction and health satisfaction. Satisfaction with use of leisure time is found to be the best predictor of life satisfaction, followed by self-rated health and health satisfaction, the latter supporting the findings of earlier research. Gender differences are suggested indicating that leisure time satisfaction is more important to life satisfaction among females than among males. (Author/SBP)

ED 132 495 CG 011 085

Krieger, William G.

Task Satisfaction and Interpersonal Cohesiveness Among Laterally Divided Command Teams.
Pub Date 72

Note—11p.; Paper presented at the annual meeting of the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conflict Resolution, *Decision Making, *Group Dynamics, Management Systems, Organizational Communication, *Problem Solving, Psychological Studies, Research Projects, Simulation, Speeches, *Task Performance, *Teamwork

Ninety-six males participated in four-man teams involved in a complex decision making task. Subteams with differing functions but equal rank were established. Subteams either were or were not physically separated during the tasks. Group cohesiveness was not effected, but subteam task satisfaction differences were greater when subteams remained together. (Author)

ED 132 496 CG 011 104

Burgener, V. E.

Alcohol and Highway Safety Curriculum Workshops for K-12 Key Personnel. Final Report.

Technical Education Research Center, Campaign, Ill.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-801-149; PB-233-038

Pub Date Feb 74

Contract—DOT-HS-100-2-503

Note—208p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (order No. PB-233-038, HC \$5.75, MF \$1.45)

EDRS Price MF-\$0.83 HC-\$1.17 Plus Postage.

Descriptors—*Alcohol Education, Curriculum, *Educational Innovation, *Experimental Curriculum, Program Descriptions, *Safety Education, Secondary Education, *Student Centered Curriculum, Teacher Education, *Traffic Safety, Workshops

Ten regional workshops were held for local educational personnel in late 1972 and early 1973. Teams of educators were selected from innovative school districts and oriented to the use of alcohol and traffic safety curriculum materials centered on student concerns. Five hundred eighty-seven participants attended from 49 states and Puerto Rico. The materials and concepts were introduced to 14,293 teachers and 1,845 administrators by the 333 respondents to a follow-up instrument. Usage with students, estimated from the follow-up survey is placed at 94,000. A case study review of activity in each of the 10 NHTSA regions showed much interest and action except when it was delimited or postponed by unavailability or slow delivery of the curriculum materials from the Government Printing Office. (Author)

ED 132 497 CG 011 105

Moore, R. H. Levine, D.

Evaluative Research of a Community-Based Probation Program.

Nebraska Univ., Lincoln. Dept. of Psychology.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Report No.—PB-233-376

Grant—NI-71-055

Note—48p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (order No. PB-233-376, HC \$3.25, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Adolescents, Change Strategies, *Counseling Programs, *Delinquent Rehabilitation, *Interpersonal Relationship, Models, *Paraprofessional Personnel, Probation Officers, Program Evaluation, *Volunteers

The report presents a description of a volunteer probation counselor program involving the use of volunteer citizens in counseling relationships with youthful misdemeanor offenders. The program was conducted by the Lincoln-Lancaster, Nebraska, Municipal Court. The report contains a description of the essential features of the program including selection of probationers and volunteers. The effectiveness of the program is assessed by three classes of evaluative criteria—behavior, personality, and psychosocial. Performances of high-risk youthful misdemeanor offenders who were assigned randomly to either routine probation programming or Volunteer Probation Volunteer Probation Counselors are compared. A sample of low-risk youthful misdemeanor offenders assigned to routine probation programming were also studied. The relationships between successful volunteers and probationers is examined. A model of the successful Volunteer Probation Counselor (MODEL-VOL) is developed and its scientific value assessed by comparing predictions generated by the MODEL-VOL with measures of successful relationships. (Author)

ED 132 498 CG 011 107

Evaluation of Drug Education Programs. Volume 1. Main Report. Final Report.

Macro Systems, Inc., Silver Spring, Md.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.—ASPE-71-2-V-1; PB-213-649

Pub Date Jun 72

Contract—DHEW-OS-71-173

Note—150p.; For related documents, see CG 011 107 to 109

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (order number PB-213-649)

Document Not Available from EDRS.

Descriptors—*Drug Abuse, *Drug Addiction, *Drug Education, Evaluation, Government

Publications, *Health Education, Program Descriptions, *Program Evaluation

This volume of the final report on HEW Drug Education Programs describes the overall objectives of the study procedures used in carrying it out, and current issues and recommendations made by the investigators. Appendix A of this volume presents definitions of terms used in the entire report. (Author)

ED 132 499 95 CG 011 298

Harway, Michele And Others

Sex Discrimination in Guidance and Counseling. Report (Volume 1).

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—300-75-0207

Note—325p.; For related documents, see CG 011 299 and CG 011 341, HE 008 584 and HE 008 684, and EA 009 103-104

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Counselor Acceptance, Counselor Characteristics, Counselor Training, Guidance Counseling, *Occupational Guidance, Research Projects, Secondary Education, *Sex Discrimination, *Sex Stereotypes, Test Bias, *Vocational Counseling, *Womens Studies

This report reviews sex discrimination in guidance and counseling in secondary and post secondary education. The primary focus of the study is vocational guidance and counseling. Personal social counseling and mental health are examined briefly. The discussion is based on an extensive literature review, a re-analysis of existing data, and exploratory studies in the Los Angeles high schools. The following topics are discussed at length in chapters: an overview of the effects of the educational system and society on the student; counselor training and the composition of the counseling profession; the effects of role and sex on counseling and counselor attitudes; a review of counseling instruments and materials, counseling and guidance theories and counseling outcomes in terms of sex discrimination. The last chapter ties together data from preceding sections to present preliminary conclusions and implications for four groups: legislators, researchers, institutions, and counselors. There are also 41 tables taken from statistical reports including Project TALENT, census data, the Cooperative Institutional Research Program, the National Scholarship Service and Fund for Negro Students, and the National Longitudinal Study of the High School Class of 1972. (Author/MPJ)

ED 132 500 95 CG 011 299

Harway, Michele And Others

Sex Discrimination in Guidance and Counseling. Annotations (Volume 2).

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—300-75-0207

Note—177p.; For related documents, see CG 011 298 and CG 011 341, HE 008 584 and HE 008 684, and EA 009 103-104

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, *Career Choice, *Females, *Guidance Counseling, Post Secondary Education, Secondary Education, *Sex Discrimination, *Sex Stereotypes, Statistical Studies, *Womens Studies

This unindexed, extensively annotated bibliography is arranged alphabetically by author. It contains 167 references, of which most were published after 1970, with a few "classic" references from the 60's. Citations include books, journal articles, dissertations, and experimental studies with detailed reporting of results. Titles selected cover a wide range of topics concerning sex discrimination in counseling and education in general. (MPJ)

ED 132 501 CG 011 300

Bucci, Frank A.

The Crystal Ball Examined: A View of the Future of Student Affairs.

Pub Date 75

Note—8p.; Paper presented at the Annual Convention of the National Association of Student Personnel Administrators (Atlanta, Georgia, April 3-6, 1977); Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Changing Attitudes, *Futures (of Society), Higher Education, *Professional Recognition, *Program Effectiveness, State of the Art Reviews, *Student Personnel Workers

The paper examines the future by focusing attention upon a few critical areas. Some specific research is cited to support the major thesis that faculty and staff do not influence students in affective areas. The hypothesis that colleges can fulfill their stated objectives only by taking advantage of affective opportunities and by overtly influencing the values of students, a hitherto heretical position from the student personnel point of view, is developed. That we must continuously avail ourselves of "teaching moments" to reach students and to have a positive impact upon their values to counter the negative impact of today's "value-less" college student society is considered. That the future of student services will witness its demise is postulated. The current perception of the profession is confronted by the notion that changed working relations will necessitate the abolition of long-term careers and the introduction of caretaker administrators who are ad-hoc generalists as replacements. The final major hypothesis holds that personnel within the field can do nothing to alter the negative impacts of reorganization, reallocation of resources, collective bargaining and harsh budget realities. (Author)

ED 132 502 CG 011 301

Schreck, Thomas C., Ed.

Toward the Year 2000: Perspectives on the American Fraternity Movement.

American Coll. Fraternity Bicentennial Commission, Bloomington, Ind.

Spons Agency—Fraternity Executives Association; Indiana Univ., Bloomington; National Interfraternity Conference, Indianapolis, Ind.

Pub Date 76

Note—37p.; Paper presented at the Annual Convention of the National Association of Student Personnel Administrators (Atlanta, Georgia, April 3-6, 1977); Paper based on the proceedings of two meetings of the American College Fraternity Bicentennial Commission (Bloomington, Indiana, July 12-16, 1976 and Williamsburg, Virginia, November 30 to December 1, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, *Educational History, *Fraternities, *Futures (of Society), Higher Education, *Peer Groups, *Social Organizations, State of the Art Reviews, Student Organizations

The findings of the year long study by the 80 member Bicentennial Commission on the American College Fraternity are quite positive. If the prophecies come true, the American fraternity movement in the year 2000 will indeed continue to flourish as a vital and significant force in higher education. Several conclusions that express a full sense of the Commission sessions and where there is a consensus are as follows: In the year 2000, fraternities will generally be strong and vital; able to adapt themselves effectively to major changes in both higher education and in American society at large; continue to maintain some definite relationship with academic institutions; continue to affirm their essential principles and traditions; continue to be self-governing groups; center their activities in some physical locus at an institution but not necessarily a chapter house; continue to attract superior and outstanding persons; increasingly receive support through the involvement of their alumni; continue to provide important experiences in leadership training; continue to serve as important agencies for personal development; strengthen their identities as communities of shared values; continue their commitment to the ethnic of service; gradually become more diverse and heterogeneous in their memberships; continue to base their existence on the lessons of their rituals. (Author)

ED 132 503 95 CG 011 341

Harway, Michele And Others

Sex Discrimination in Guidance and Counseling. Executive Summary.

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—300-75-0207

Note—50p.; For related documents, see CG 011 298-299, HE 008 584 and HE 008 684, and EA 009 103-104

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Equal Education, *Females, Higher Education, *Occupational Guidance, *Policy Formation, Research Projects, Secondary Education, *Sex Discrimination, Social Factors, *Vocational Counseling

This report reviews sex discrimination in counseling and guidance in secondary and postsecondary education. Following a review of existing research and literature and a critical discussion of the state of knowledge in this area, the report presents implications for policy and modes to implement needed changes. The primary focus is vocational guidance and counseling. Personal-social counseling and mental health are examined briefly. Six issues are identified to reflect the areas of inquiry vital to sex discrimination in guidance and counseling: (1) socialization reflects the sex-role biases of the surrounding society; (2) the counselor training field reflects the biases and sex-role stereotypes of the larger society; (3) counselor trainers and training rationales may reinforce existing biases or produce attitudes and values that interfere with equitable counseling practices; (4) tests (personality, interest) and other source materials used to assess clients and assist them with their educational, vocational, and personal decisions reflect sex-role biases; (5) negative outcomes of counseling are reflected in students' educational and career decisions which indicate acceptance of sex-role stereotypes; and (6) existing counseling programs can be freed of sex biases through implementing new approaches in counselor training and procedures. The report presents implications and recommendations in the areas of socialization, self concept and sex-role attitudes, counselor training and characteristics, materials and theories, nontraditional counseling, and research and legislative recommendations. (Author/CKJ)

CS

ED 132 504 CS 003 053

Project MARC (Multisensory Approach to Reading & Reading Readiness Curriculum): Application for Dissemination Review Panel.

Wakulla County Board of Public Instruction, Crawfordville, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Developmental Reading, *Inservice Teacher Education, Low Ability Students, Primary Education, Program Descriptions, Reading Improvement, *Reading Research, *Remedial Reading Programs, *Sequential Reading Programs

Identifiers—Elementary Secondary Education Act Title IV, ESEA Title IV, *Project MARC

This paper describes an Elementary Secondary Education Act Title IV program designed to improve the reading achievement levels of kindergarten through second-grade pupils in Wakulla County, Florida. The Multisensory Approach to Reading and Reading Readiness Curriculum (Project MARC) combined structured teaching techniques and materials with inservice training of teachers and capitalization of home and community experiences. Evidence suggests that the impact of Project MARC is significant in that it emphasizes early intervention and a sequential, developmental reading approach; it provides a viable alternative program for rural or low-socioeconomic, low-achieving students for whom commercial materials might not be suitable; it meets the critical need for reading achievement; and it is capable of teaching skills during the school year which are maintained over the summer months. (KS)

ED 132 505 CS 003 060

Palmatier, Robert A., Ed.

[Graduate Reading Teacher Education.]

Pub Date 76

Note—34p.; The Epistle is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association

Journal Cit—Epistle; v3 n4 Entire Issue Oct 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Course Content, *Graduate Study, Higher Education, Reading, *Reading Instruction, Scholarly Journals, Student Seminars, *Teacher Education

In this issue of "Epistle," contributors focus on different areas of professional concern related to graduate programs in reading teacher education. The first article reports the results of a survey of 85 journal editors regarding articles acceptable for publication and considers the implications of journal practices upon authors. In the second article, three graduate students describe their efforts to establish a student-managed graduate seminar, while in the third article the authors discuss a research-oriented approach to determining what should be taught in reading education courses. The author of the fourth article contends that teacher education is responsible for the current situation found in public school reading education. Regular features of "Epistle" include a list of job vacancies, brief notices concerning items related to reading education, and information about contributing authors. (JM)

ED 132 506 CS 003 061

Harper, C. B. J.

The Importance of Attending Behaviour in Learning to Read.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 10-14, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attention, *Attention Control, *Attention Span, *Beginning Reading, Effective Teaching, Literature Reviews, Primary Education, *Reading Ability, Reading Instruction, Reading Materials, *Reading Research, Sex Differences, Visual Perception

A survey of research indicates that a high correlation exists between the attending behavior of beginning readers and their ability to learn to read. Level of attention can be associated with ability to ignore unrelated stimuli, interest in the reading material, perceptual problems, and the sex of the reader. It is suggested that sex differences in attending behavior may be a result of the content of reading materials in the primary grades; that is, girls' higher performance is due to their greater interest in what is usually female-oriented subject matter. Teachers should therefore take care to provide material which interests both sexes and should encourage reading tasks which necessitate active attention. They should utilize a multisensory approach when appropriate, teach attending skills prior to formal reading instruction, and become aware of possible distracting influences and perceptual problems. (KS)

ED 132 507 CS 003 062

Rupley, William H.

Identifying the Effective Reading Teacher: Considerations for Teachers and Researchers.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Basic Skills, *Effective Teaching, Elementary Secondary Education, Higher Education, *Reading Instruction, *Reading Research, *Research Needs, Research Problems, *Teacher Characteristics, *Teacher Evaluation

The back-to-basics movement cannot realize its full potential until the characteristics of the effective teacher are identified. Future research should identify these characteristics through comparisons of students' actual reading growth with their expected reading growth and should focus on the variables of the instructional process employed by effective teachers. Methodological aspects of research must relate to an understanding of the problem and not to the sophistication of the research design. In addition, both cognitive and affective dimensions of reading instruction should be considered. (KS)

ED 132 508 CS 003 063

Geis, Lynna

Development and Standardization of Parallel Forms of a Syllabication Skills Test.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association Southwestern Regional Conference (6th,

Oklahoma City, Oklahoma, February 26-28, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Criterion Referenced Tests, Higher Education, *Reading Research, Reading Skills, Reading Tests, *Syllables, *Test Construction, Test Reliability, Test Validity, Undergraduate Students

This study was designed to develop and standardize parallel forms of a criterion-referenced test for measuring the proficiency of undergraduate college students in the application of syllabification skills. Twenty-seven classes in 14 colleges and universities participated in the final standardization of the tests. Analysis of results indicated that the measure was valid and reliable, that it could be administered within the time limits of one college class period, and that the criterion level of 85% accuracy was very similar to the established criterion level. (Author/AA)

ED 132 509 CS 003 064
Independence through Literacy: Annual Report of The Right to Read, Fiscal Year 1976.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Report No.—DHEW-OE-76-00109

Pub Date Aug 76

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annual Reports, Community Involvement, Elementary Secondary Education, *Literacy Education, *Program Administration, Program Development, *Reading Improvement, *Reading Instruction, *Reading Programs

Identifiers—*Right to Read

Right to Read, a national effort to develop and improve the reading skills of all citizens, promotes the cooperative involvement of all segments of society, both public and private, in the achievement of this overall objective. This report details the development and implementation of each component of the National Reading Improvement Program during fiscal year 1976. It also summarizes the achievements of the overall Right to Read effort in its approach to meeting the literacy needs of the nation. Appendixes include copies of Title VII legislation and an order form for Right to Read publications. (Author/AA)

ED 132 510 CS 003 065

Waltz, Pennie Alice
Reflection-Impulsivity and Oral Reading Miscues among Fourth-Grade Boys.

Pub Date Jun 77

Note—136p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Cognitive Style, Elementary Education, Grade 4, Informal Reading Inventory, Masters Theses, *Miscue Analysis, *Oral Reading, *Reading Research

Identifiers—*Impulsivity

Five reflective and five impulsive fourth-grade boys were identified in a group of 56 fourth graders given the Matching Familiar Figures Test. The Reading Miscue Inventory was used to analyze the oral reading miscues of these pupils while reading a story of fifth-grade difficulty. Analysis of results indicated a trend toward significant differences between the two groups in the areas of semantic acceptability and grammatical relationships. No differences were found in the number of miscues, in comprehension pattern, or in comprehending. Other indications of differences between reflective and impulsive readers are discussed, and suggestions for further research are made. (Author/AA)

ED 132 511 CS 003 066

Kuchinskas, Gloria

Diagnostic Prescriptive Reading System (DPRS).

Pub Date 76

Note—80p.; Paper presented at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th, Jacksonville, Florida, February 18-21, 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Diagnostic Teaching, Elementary Secondary Education, *Individualized Reading, Program Descriptions, *Reading Instruction, *Teaching Methods

The purpose of this diagnostic-prescriptive reading system (DPRS), proposed by Palm Beach County and the Florida Atlantic University and sponsored by the Florida Department of Educa-

tion, was to provide classroom teachers with resources which would enable them to more effectively meet the individual reading needs of their students. This report details the following aspects of the system: reading objectives, teacher competencies, resources for generic competencies, student assessment, materials bank cards, record-keeping systems, teacher-training modules, and using and field-testing the DPRS. Appendixes include a teacher index, list of sources, bibliography, index of student assessments, glossary of terms, publishers' code, and phonetic key. (KS)

ED 132 512 CS 003 067

A Reading Program for the 70s: Science.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-7-72-1575

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Content Reading, Elementary Secondary Education, Learning Activities, *Reading Instruction, *Reading Skills, *Science Instruction

Identifiers—Georgia, *Right to Read

A rationale for the teaching of reading in conjunction with the teaching of science is developed and illustrated. Specific activities at elementary, middle, and secondary school levels are discussed in terms of the reading skills involved and the science processes stressed. (AA)

ED 132 513 CS 003 068

The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-7-72-0066

Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Beginning Reading, *Education Service Centers, Elementary Education, Family Involvement, *Family Programs, Parent Child Relationship, *Parent Participation, Program Descriptions, *Reading Centers, *Reading Instruction, Reading Programs

Identifiers—*Iowa (Des Moines)

The Des Moines family learning project, begun in 1972, involves parents, young adults, and children in a program which shows parents effective methods of helping their children learn to read and which helps them discover solutions to many of the conflicts that occur in family situations. This booklet describes the program and explains the various facets of the family learning center. Included are the addresses of the five family-learning centers operated by the Des Moines public schools and located in Des Moines. (JM)

ED 132 514 CS 003 069

Miller, Maureen

Family Learning Center Workshops: A Series for Growth and Getting Along Together. The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-7-72-0066

Note—551p.

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Child Rearing, *Education Service Centers, Family Problems, *Family Programs, Guides, *Language Arts, *Parent Child Relationship, Parent Role, *Parent Workshops

Identifiers—*Family Learning Center, *Iowa (Des Moines)

Developed over a two-and-a-half-year period at Des Moines Family Learning Center, this series of 30-week workshops allows parents to share problems and advice, becoming familiar with the ways in which other parents handle family situations. The series is divided into the following three sections: self-esteem, misbehavior, and emotions; creativity, developing language, developing reading, and motivation; and communication breakdowns and remedies, listening, and talking. Each section is intended to occupy a ten-week period, with nine workshops and a discus-

sion guide for the tenth workshop. Included in this document are a communications bibliography and a communications film list. (JM)

ED 132 515 CS 003 070

Miller, Martin, Ed.

The PCRS (Parent-Child Reading System) Specialist's Guide; The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-7-72-0066

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Education Service Centers, Elementary Education, *Family Programs, *Learning Specialists, *Parent Participation, Parent Student Relationship, Program Guides, *Reading Centers, Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills

Identifiers—Iowa (Des Moines), *Parent Child Reading System

The Parent-Child Reading System (PCRS), a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center (FLC) workshops, in schools, or in institutions maintaining contact with schools. This document provides an overview of PCRS and includes sections describing the evolution of the system, the materials, ways to replicate the system in a potential learning site, and the operation of a PCRS. A general reference section contains the PCRS letter code, a frequency distribution chart, lists of materials and objectives, principles to follow in designing an FLC, discussions of book conferences, the personalized approach to teaching reading, rewards and interest centers, management of the FLC, and motivation. (JM)

ED 132 516 CS 003 071

Miller, Martin, Ed.

The PCRS (Parent-Child Reading System) Diagnostic Survey Booklet; The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-7-72-0066

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Diagnostic Tests, Education Service Centers, Elementary Education, *Family Programs, *Parent Participation, Parent Student Relationship, *Reading Centers, Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills

Identifiers—Iowa (Des Moines), *Parent Child Reading System

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains diagnostic surveys for word recognition skills (kindergarten through grade three), vocabulary skills (grades three through six), and work/study skills (kindergarten through grade six). Also included are answer keys to the surveys and prescription charts for word recognition, vocabulary, work/study skills, and comprehension and reading. (JM)

ED 132 517 CS 003 072

Miller, Martin, Ed.

The PCRS (Parent-Child Reading System) Answer Booklet; The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-7-72-0066

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Diagnostic Tests, Education Service Centers, Elementary Education, *Family

Programs, *Parent Participation, Parent Student Relationship, *Reading Centers, Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills
Identifiers—Iowa (Des Moines), *Parent Child Reading System

The Parent-Child Reading System (PCRS), a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document is the answer booklet for use by children taking the PCRS diagnostic surveys for word recognition, vocabulary, and work/skill skills. The booklet is handwritten to add a sense of informality to the survey session and to distinguish it from other PCRS manuals. (JM)

ED 132 518 CS 003 073

Miller, Martin, Ed.

The PCRS (Parent-Child Reading System) Retrieval Manual; The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-7-72-0066

Note—120p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Education Service Centers, Elementary Education, *Family Programs, *Parent Participation, Parent Student Relationship, Program Guides, *Reading Centers, Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills

Identifiers—Iowa (Des Moines), *Parent Child Reading System

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center (FLC) workshops, in schools, or in institutions maintaining contact with schools. This document, acting as a bridge between the theoretical diagnosis of the child's reading needs and the instructional material necessary, tells the parent and the FLC specialist what materials to pull from the resource file. Only one of these manuals is needed for each FLC site. (JM)

ED 132 519 CS 003 074

Miller, Martin, Ed.

The PCRS (Parent-Child Reading System) Post Test Manual, Vol. I; The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-7-72-0066

Note—391p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Education Service Centers, Elementary Education, *Family Programs, Manuals, *Parent Participation, Parent Student Relationship, *Post Testing, *Reading Centers, Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills

Identifiers—Iowa (Des Moines), *Parent Child Reading System

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains the first set of posttests which determine whether children have mastered the skills on which they and their parents have been working. The format of the posttests is varied and is determined by the level of difficulty and the nature of the objective being tested. (JM)

ED 132 520 CS 003 075

Miller, Martin, Ed.

The PCRS (Parent-Child Reading System) Post Test Manual, Vol. II; The Des Moines Family Learning Project.

Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—OEG-7-72-0066

Note—279p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Education Service Centers, Elementary Education, *Family Programs, Manuals, *Parent Participation, Parent Student Relationship, *Post Testing, *Reading Centers, Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills

Identifiers—Iowa (Des Moines), *Parent Child Reading System

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains the second set of posttests which determine whether children have mastered the skills on which they and their parents have been working. The format of the posttests is varied and is determined by the level of difficulty and the nature of the objective being tested. (JM)

ED 132 521 CS 003 076

Rosen, Roberta Pistone, Isabelle

A Creative Response to Visual Literacy in the Mainstream—Not for Learning Disabled Only.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976); Figures may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, *Creative Expression, Intermediate Grades, Junior High Schools, *Learning Activities, Lesson Plans, *Nonverbal Communication, Visual Learning, *Visual Literacy

Behavioral objectives and specific lesson material are offered as examples of how students in the intermediate and junior high school grades can be encouraged to respond creatively and uniquely to symbolically structured nonverbal patterns. The use of basic tools of visual literacy allow students to express nonverbal abilities not recognized in verbal tasks. (AA)

ED 132 522 CS 003 077

Recommended Standards for Professional Preparation in Reading Education.

New England Consortium for the Right to Read, Kingston, R.I.; New England Reading Association, Montpelier, Vt.

Pub Date Sep 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Content Reading, Elementary Secondary Education, Higher Education, *Reading, Remedial Reading, *Specialists, *Staff Role, *Standards, *Teacher Education, Teacher Educators, *Teacher Qualifications

Identifiers—*Right to Read

Competencies are specified for each of six roles of personnel in reading education: instructing students in developmental reading; instructing students in remedial reading; providing reading consultant service to school personnel; organizing, managing, budgeting, and developing community support for the reading program; assisting college students in improving their reading and study skills; and preparing classroom teachers and reading specialists for reading education. General competencies needed by all reading educators are listed, as well as specific competencies needed by persons in each role. (Author/AA)

ED 132 523 CS 003 078

Devine, Thomas G.

Listening and Reading.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (Dublin, September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), *Critical Thinking, Curriculum Development, Higher Education, *Integrated Curriculum, *Language Arts, *Listening, *Listening Skills, *Reading Processes

This paper examines the ways in which reading and listening processes are alike and dissimilar, evaluates some findings by researchers and teachers, and suggests avenues for future study in this area. Although reading and listening make different demands upon the person on the receiving end of the communication, both are concerned with the decoding part of the communication process, and each seems to be a complex of related skills components. In addition, high correlations exist between test scores in reading and listening. Stages in the development of a model language-arts curriculum designed to teach critical thinking by developing listening and reading skills would include the identification and selection of mental processes believed to be most useful and most capable of being approached through language, the translation of these processes into reading and listening skills, and the assembling of a collection of teaching strategies. (KS)

ED 132 524 CS 003 079

Narang, H. L.

Teaching Reading in the Secondary School: A Bibliography.

Pub Date 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Content Reading, *Reading Development, *Reading Instruction, *Reading Programs, *Reading Skills, Secondary Education

This bibliography of articles, books, and ERIC documents related to reading in the secondary school is divided into eleven sections: general, art, business education, English, industrial arts and vocational education, foreign languages, health and physical education, mathematics, music, science, and social studies. (AA)

ED 132 525 CS 003 080

Leisman, Gerald

Basic Visual Processes and Learning Disability.

Pub Date 76

Note—407p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 (\$27.50 cloth)

Document Not Available from EDRS.

Descriptors—Clinical Diagnosis, Cognitive Processes, Elementary Secondary Education, *Learning Disabilities, Literature Reviews, *Neurological Defects, Neurologically Handicapped, Perceptually Handicapped, Psychological Studies, *Psychophysiology, Reading Difficulty, Reading Processes, *Reading Research, Vision, *Visual Learning, *Visual Perception

Representatives of a variety of disciplines concerned with either clinical or research problems in vision and learning disabilities present reviews and reports of relevant research and clinical approaches. Contributions are organized into four broad sections: basic processes, specific disorders, diagnosis of visually based problems in learning, and treatment approaches. Among the many areas discussed are visual physiology, neuropsychology, nutrition, attention, memory, evoked potentials, and genetic factors. (AA)

ED 132 526 CS 003 081

Sapon, Stanley M.

Operant Studies in the Expansion and Refinement of Verbal Behavior in Disadvantaged Children. Final Report.

Rochester Univ., N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 69

Contract—OEO-2401

Note—172p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Behavioral Objectives, *Behavior Change, Behavior Development, *Child Language, *Disadvantaged Youth, Language Research, Preschool Education, *Verbal Development

The 17-month (1967-1968) study summarized in this report concerned experimental analysis of the verbal behavior of disadvantaged preschool children (an interracial group of 28, ranging in age from 30 months to 42 months). Research was conducted in the verbal behavior laboratory at the University of Rochester and in a remodeled private home in a low-income area of the city. Teaching strategy consisted of analyzing the

behavioral targets, establishing requisite antecedent behavior (RAB) under tightly controlled teaching conditions, integrating these behaviors with other activities in the nursery school, and finally establishing more complex RABs. The chief result of the research is a series of programs and procedures which proved successful in modifying the children's behavior. Included are tables showing results of tests and of management and efficiency measures; discussion of teaching tactics, apparatus, and materials; a program outline; descriptions of games; an appendix; and a list of related publications. (JM)

ED 132 527 CS 003 082
Palmatier, Robert A., Ed.
Reading Teacher Education Curriculum.
 Pub Date 77

Note—43p.; The Epistle is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association
 Journal Cit—Epistle; v4 n1 Entire Issue Win 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Doctoral Programs, *Employment Opportunities, Graduate Study, Higher Education, Preservice Education, *Reading Instruction, *Teacher Education, *Teacher Education Curriculum, Teaching Methods
 This issue of "Epistle" contains articles viewing the work of reading professionals from four vantage points. Richard Allington assesses the value of doctoral programs from the perspective of a research trainer. Anthony Giordano presents a method for developing the independent thinking and problem-solving skills of preservice teachers. Rita Sullivan expresses concern about the graduate training of persons interested in working with learning-disabled college students and suggests methods to be used in a multidisciplinary consortium or a coordinated center approach. Robert Palmatier provides a survey of last year's employment situation from the viewpoint of the employers. Regular features include a list of current job openings and miscellaneous items of interest. (JM)

ED 132 528 CS 003 085
Cardinet, Jean Weiss, Jacques
L'Enseignement de la Lecture dans le Canton de Neuchâtel; Résultats de L'Enquête Menee en Deuxieme Annee Primaire, Principes Methodologiques (The Teaching of Reading in the Canton of Neuchâtel; Results of the Enquiry Held in the Second Year of Primary School, The Principles of Methods).
 Institut Romand de Recherches et de Documentation Pedagogiques, Neuchâtel (Switzerland).
 Report No.—IRDP/R-75.04
 Pub Date Jul 75

Note—40p.; In French with English, Spanish and German abstracts
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Evaluation, Primary Education, *Reading Instruction, *Reading Research, Reading Skills, *Teaching Methods
 Identifiers—Switzerland

This document reports (in French) the results of an evaluation of reading methods used in the second year of primary school in the Swiss canton of Neuchâtel. The data show that, in mastering reading skills, pupils are helped by a "wide" teaching method—flexible teaching aimed at high-level objectives such as reasoning, understanding, imagination, and expression. The research shows that teachers who have used a certain method for several years obtain better results in the second year of primary school than do teachers with less experience and that it is beneficial for the teacher to work with the same pupils in the first and second years. In addition, it is suggested that the reading be constructed on the basis of the child's oral language, since oral language comes chronologically and psychologically before written language. The report concludes that the teaching of reading cannot be reduced to one method but must consist of a series of principles which allow each teacher to follow a coherent line of teaching. (Author/JM)

ED 132 529 CS 003 086
Weiss, Jacques
L'Enseignement de la Lecture en Suisse Romande (The Teaching of Reading in the French Speaking Part of Switzerland).
 Institut Romand de Recherches et de Documentation Pedagogiques, Neuchâtel (Switzerland).

Report No.—IRDP/R-76.01
 Pub Date Feb 76
 Note—54p.; In French with English, Spanish and German abstracts

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—*Evaluation, Primary Education, *Reading Instruction, *Reading Research, Reading Skills, *Teaching Methods
 Identifiers—Switzerland

This document reports (in French) the results of a study assessing the teaching of reading in three Swiss cantons—Geneva, Valais, and Vaud. This study followed a similar study carried out in the canton of Neuchâtel. Data show that the reading context (teacher and pupil population, teaching organization, and teacher training) had a favorable influence on reading in Vaud and Valais but not in Neuchâtel and Geneva; that teaching methods in each canton are different—for example, teachers in Neuchâtel teach beginning reading with oral work and teachers in Geneva use the story to promote comprehension and reasoning; and that reading results indicate a need to modify some outdated reading teaching methods to bring them into line with methods for teaching French, mathematics, and other subjects. (Author/JM)

ED 132 530 CS 003 087
Reading Achievement Task Force. Final Report.
 West Virginia State Dept. of Education, Charleston.

Pub Date Nov 75
 Note—136p.; Presented as a paper at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th, Jacksonville, Florida, February 18-21, 1976)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
 Descriptors—*Basic Skills, Elementary Secondary Education, Parent Participation, Program Development, *Reading Achievement, *Reading Development, *Reading Improvement, *Reading Programs, State Programs, State Standards, Teacher Certification
 Identifiers—West Virginia

In June 1975, a reading-achievement task force was commissioned to produce a plan for improving reading achievement in West Virginia. This report describes the background and method of work adopted by the task force and presents a detailed set of objectives as a framework for action to improve reading achievement in the state. The objectives focus on establishing the teaching of reading and other basic communication skills as a priority in elementary schools, developing procedures which will insure the implementation of teaching practices which concentrate in these areas, providing programs for parents to clarify their role in developing and supporting reading skills, revising training and certification standards for kindergarten through eighth grade, and facilitating and disseminating research related to reading achievement in the state. Each objective is accompanied by a detailed list of steps in implementation, specification of responsible agency, and budget objectives. Appendixes provide further information on reading achievement in the state, methods of work adopted by the task force, and data collected and analyzed for the study. (AA)

ED 132 531 CS 003 088
McBride, Richard Ferrante, Reynolds
Toward Consensus: The Alabama Right to Read Delphi Study.

Alabama State Dept. of Education, Montgomery.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
 Pub Date 76
 Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—*Attitudes, Elementary Secondary Education, *Evaluation Criteria, *Program Improvement, *Reading Instruction, *Reading Programs, *Reading Research, State Programs, State Surveys
 Identifiers—Alabama, *Right to Read

In the spring of 1974, a sample of educators and educator-related groups in Alabama was asked to rate the importance of the 26 Alabama Right-to-Read Criteria for a successful reading program. In a second round of the study, a summary of round one results was sent to the entire sample, and ratings of the 26 criteria were again requested. Results indicated that the respondents rated the 26 criteria as being of extremely high importance or of high importance and moved, from round one to round two, toward greater

homogeneity in their judgments. Criteria in the instruction category and the facilities/materials category were most highly rated. (Author/AA)

ED 132 532 CS 003 089
McBride, Richard Ferrante, Reynolds
A Literature Search to Determine the Degree of Support for the Alabama Right to Read Criteria for Success.

Alabama State Dept. of Education, Montgomery.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
 Pub Date 76
 Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Literature Reviews, *Program Improvement, *Reading Instruction, *Reading Programs, *Reading Research, State Programs
 Identifiers—Alabama, *Right to Read

A literature search was undertaken to determine the degree of support for the 26 criteria for successful reading programs developed by the Alabama Right-to-Read program. The report includes a brief history of the development of the criteria, a description of the search process, samples of supported criteria, and a discussion of findings. The search supported a majority of the criteria. Of this majority, most were supported by expert opinion rather than by research. Criteria in the areas of program administration and organization received the least support, while criteria related to staffing, instruction, and materials and supplies had an abundance of support. Research items located by the search indicate a need for a more systematic, organized approach to research in reading. (Author/AA)

ED 132 533 CS 003 091
Eberwein, Lowell
Effect of Behavioral Objective Information Upon Remedial Reader Performance.

Pub Date 74
 Note—15p.; Paper presented at the Annual Meeting of the Southeastern Regional International Reading Association (Louisville, Kentucky, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Behavioral Objectives, Elementary Secondary Education, Reading Instruction, *Reading Research, *Remedial Reading

Three studies assessed the effects of behavioral objectives on the performance of remedial readers. Subjects were three groups of 16 pupils who were participating in a reading-center tutorial program. During the two-month instructional period, half of the students were given behavioral objectives and half were not. For the post-instruction assessment, two tasks were developed for each pupil. On one task, the pupil was informed of the specific behavioral objective; on the other, similar task, no information about objectives was given. Results indicated that pupils who had been informed of behavioral objectives during the two-month period prior to assessment performed at a high level on both tasks, whereas those who had not been previously informed of behavioral objectives did less well on the tasks for which no objective was given. This was interpreted as supporting the assumption that information about behavioral objectives increases pupils' performance. (AA)

ED 132 534 CS 003 092
Sutherland, Zena Arbuthnot, May Hill
Children and Books. Fifth Edition.
 Pub Date 77
 Note—661p.

Available from—Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, Illinois 60025 (\$13.95 cloth)

Document Not Available from EDRS.
 Descriptors—Bibliographies, *Child Development, *Childhood Attitudes, *Childrens Books, *Childrens Literature, Educational Problems, Elementary Education, Literary Genres, *Reading Material Selection, Reference Books

This book, designed primarily for use in classes in children's literature in English and education departments and in library schools, colleges, and universities, provides an extensive survey of children's books. Part one, "Knowing Children and Books," examines children's needs, provides guidelines for book selection, and traces history and trends in children's literature. Part two, "Discovering Books with Children," suggests

books for early childhood and discusses the illustrator's contribution. Part three, "Exploring the Types of Literature," examines folk tales, fables, myths, epics, modern fantasy, poetry, modern fiction, historical fiction, biography, and informational books for children. Part four, "Bringing Children and Books Together," discusses patterns of response to literature, the encouragement of the various responses, and the introduction of literature to children. Finally, part five, "Areas and Issues—Children and Books," examines controversial topics such as censorship, television, sexism, and so on. Appendixes include book selection aids, adult references, a listing of publishers and their addresses, a listing of children's book awards, and a pronunciation guide. (Author/KS)

ED 132 535 CS 003 094

Young, Beverly Sue And Others
Reading: How and Why.

Pub Date 76

Note—171p.

Available from—Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$10.95 paper)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Bibliographies, Culturally Disadvantaged, Elementary Education, Gifted, High Interest Low Vocabulary Books, Parent Participation, Phonics, *Reading, *Reading Instruction, Reading Readiness, Remedial Reading, Teaching Methods

This book was written to answer the questions most frequently asked by teachers who need information and suggestions in specific areas of reading. The material is organized in three main sections: readiness and beginning reading, intermediate reading, and reading for the academically or culturally different child. Each section includes study questions, a list of references, and detailed discussion and suggestions on each of the topics. The topics include child development and reading readiness, parental responsibilities and help, phonics instruction, methods of teaching reading, oral reading, alternative approaches, literature for children, comprehension, word analysis, reading rate, evaluating children's reading needs, remedial reading, reading for bright and gifted children, learning centers, teaching bilingual children, and readability formulas. (JM)

ED 132 536 CS 003 095

Baker, Stanley E.

The Reading Consultant as Change Agent.

Pub Date 76

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th, Jacksonville, Florida, February 18-21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Role, *Change Agents, Educational Change, Elementary Secondary Education, *Reading Consultants, *Resource Staff Role

This paper discusses the ambiguity which characterizes the role of the reading consultant in the public school. Instead of assuming the quasi-administrative role which is traditional, the consultant should be made a special administrator with power equal to that of the building principal; he or she should fully understand the forces operating within the school environment. A broad knowledge of both reading methodology and theories of administration is recommended. In addition, the consultant should assume a helpful stance, to facilitate the clients' progress toward mutually established goals. (Author/KS)

ED 132 537 CS 003 096

Narang, H.L.

What Secondary Teachers Should Know About the Teaching of Reading.

Pub Date 76

Note—13p.; Report prepared at University of Regina

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Effective Teaching, *Reading, *Reading Instruction, Secondary Education, *Teacher Background, Teacher Characteristics, Teacher Evaluation, *Teaching Skills
Identifiers—*Teacher Knowledge

This paper summarizes teacher competencies in reading instruction, as defined in methods textbooks, curriculum guides, and reports by Harold A. Anderson, Robert L. Hillerich, Emma W. Rembert, the Illinois State University Department

of Curriculum and Instruction, and the International Reading Association (IRA). Discussion focuses on four areas of teacher competency: general background, reading skills, instructional strategies, and measurement and evaluation. These categories are further divided into ten sub-topics, such as reading and reading problems, motivational techniques, reading tests, and so on. (KS)

ED 132 538 CS 003 097

Narang, H.L.

Measurement of Teacher Knowledge of Reading.

Pub Date Jan 77

Note—15p.; Unpublished report prepared at University of Regina

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Higher Education, *Knowledge Level, *Measurement Instruments, *Reading Instruction, *Reading Processes, Reading Tests, *Teacher Evaluation, Teaching Skills, Test Reviews

Identifiers—*Teacher Knowledge

This paper provides a survey of evaluative instruments which measure teachers' knowledge of the process of reading. These tests can be divided into three categories: those which measure specific skills in teaching reading, those which appraise the diagnostic ability of the teacher, and those which assess the teacher's knowledge of reading practices and instructional techniques. Strengths and weaknesses of such instruments as Durkin's Phonics Test for Teachers, Wallen's Competency in Teaching Reading, and Artley and Hardin's Inventory of Teacher Knowledge of Reading are discussed. For elementary teachers, only one test was found to be comprehensive in scope. (KS)

ED 132 539 CS 003 098

Thorson, Esther L.

A Profile of Children's Reading Abilities as Indexed in Five Perceptual Processing Experiments. Final Report.

Denison Univ., Granville, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants

Report No.—5-0193

Pub Date 31 Mar 75

Grant—NE-G-00-3-0127

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Failure Factors, *Perceptual Development, Primary Education, *Reaction Time, *Reading Difficulty, *Reading Processes, *Reading Research, Sensory Integration, *Visual Discrimination

Six separate experiments were undertaken to test the hypothesis that poor readers in first, second, and third grade would have more difficulty with simple perceptual discriminations than would good readers in the same grades. Various tasks were used in the experiments, including discrimination of line orientations, checking letters in three-letter words against a fourth letter, discrimination of letter pairs occurring in various contexts, auditory-visual integration, and letter matching and word-to-picture matching under different cueing conditions. Results in general indicated that differences between good and poor readers at these grades lie in the reaction times required to perform the discriminations, and sometimes the patterns across various tasks, rather than in error rates. It was hypothesized that proficient processing reaches an asymptotically equal reaction time for simple, well-rehearsed discriminations, but that poor readers even by third grade have not reached this level. (Author/AA)

ED 132 540 CS 003 099

Abrams, Nancy

Effectiveness of Different Methods of Teaching Word Recognition to Tactile-Kinesthetic Modality Preferring First Graders.

Pub Date 76

Note—141p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,756, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Diagnostic Teaching, Doctoral Theses, Grade 1, *Kinesthetic Methods, *Learning Modalities, Primary Education, *Reading Instruction, *Reading Research, Sight Vocabulary

The effectiveness of providing tactile-kinesthetic sensory input during reading instruction was investigated in a sample of 60 kinesthetic-preferring first-grade pupils. Children were randomly assigned to a method which was predominantly visual, predominantly auditory, or predominantly kinesthetic. Each child received three 20-minute, individual reading lessons, during each of which, eight sight words were taught. Results indicated that high IQ children learned more words than low IQ children and that children in the tactile-kinesthetic instructional group learned more words than did children in the auditory group. Differences between the tactile-kinesthetic group and the visual group, as well as interaction effects, were not significant. (Author/AA)

ED 132 541 CS 003 100

Amster, Judith Binnie

Auditory Reassembly of Segmented Consonant-Vowel-Consonant (CVC) Syllables by Good and Poor Third- and Fifth-Grade Readers.

Pub Date 76

Note—261p.; Ph.D. Dissertation, University of Miami

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,887, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Auditory Perception, Doctoral Theses, Elementary Education, Phonemes, *Reading Processes, *Reading Research, *Reading Skills, Success Factors

The auditory reassembly ability of 160 children drawn from the total third- and fifth-grade populations of three public elementary schools was investigated as a function of grade level and reading ability. The stimuli were temporally segmented consonant-vowel-consonant monosyllables with interphonemic intervals of 100, 200, 300, and 400 milliseconds. Analysis of results indicated that older readers reassemble more adequately than younger readers, that good readers are superior to poor readers in auditory reassembly ability, that the duration of the interphonemic interval affects reassembly performance, and that meaningful stimuli are easier to reassemble than are nonmeaningful stimuli. (Author/AA)

ED 132 542 CS 003 101

Baker, George Arthur William

The Nature of Visual Sensory Perception during the Reading Process.

Pub Date 76

Note—104p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,107, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Decoding (Reading), Doctoral Theses, Prose, *Reading Processes, *Reading Research, Reading Speed, Secondary Education, Theories, *Visual Perception

Identifiers—Geyer (John J)

A sample of 194 high-school students participated in an investigation of Geyer's hypothesis that the reading or prose takes place by sequential acquisition during the fixational pause of the eye. A measure of sequential acquisition time was obtained using a movie which displayed six-letter words one letter at a time: students were asked to write the word displayed. A measure of reading time was obtained from selected encyclopedia passages. Results of a comparison between reading time and sequential acquisition time were interpreted as supporting the Geyer hypothesis. (Author/AA)

ED 132 543 CS 003 102

Dolan, Sandra Lee

The Effect of Value-Conflict Discussion on the Critical Thinking and Reading of Adults.

Pub Date 76

Note—166p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,218, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, *Critical Reading, Critical Thinking, *Discussion (Teaching Technique), Doctoral Theses, Negro Students, *Reading Comprehension, *Reading Instruction, Values

Thirty adult, male, black students participated in a study of the effect of debate about textual issues on critical thinking and reading comprehension. Students were randomly assigned to experimental and control groups, each of which was involved in 24 two-hour sessions of reading instruction. The control group used a traditional textbook approach, completing exercises recommended by the text and carrying on informal discussions. The experimental group read the same 24 stories but, after reading, participated in a value-conflict discussion, debating issues drawn from the text. Reading comprehension and critical thinking tests were administered on a posttest-only basis. Results indicated no differences at the .05 level on either measure, but a trend existed at the .10 level, indicating greater improvement in reading comprehension for the experimental group. Informal measures suggested that classes with value-conflict discussions positively influenced the students' desire to learn and to carry on discussion after class had ended, as well as the teacher's desire to repeat the lesson in the same way at another time. (Author/AA)

ED 132 544 CS 003 103

Glinther, Dean Webster

Black Dialect-Linguistic Interference, Cultural Interference, and Reading Performance.

Pub Date 76

Note—128p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,088, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Failure Factors, Interference (Language Learning), Intermediate Grades, *Language Variation, *Negro Dialects, Negro Students, *Reading Comprehension, *Reading Research, *Standard Spoken Usage, Success Factors, *Syntax Identifiers—Black English

Interrelationships between productive oral proficiency in black dialect and in standard English and reading comprehension of passages differing in dialect and content were investigated in a sample of 98 sixth-grade black students. Results indicated that students were better readers as their oral patterns of speech were more representative of standard English. Passages designed as "black content" or with black syntax were harder to comprehend than those designed as "white content" or with standard English. Interactions between factors indicated that performance differed according to the particular combination of oral language characteristics and the dialect of the reading materials. (Author/AA)

ED 132 545 CS 003 104

Kelley, Felonise Wilson

Selected Values Clarification Strategies and Elementary School Pupils' Self Concept, School Sentiment and Reading Achievement.

Pub Date 76

Note—348p.; Ed.D. Dissertation, Fordham University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,774, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Intermediate Grades, *Reading Achievement, *Reading Research, Self Concept, *Student Attitudes, *Teaching Methods, *Values

Identifiers—*Values Clarification

The effect of the use of selected values clarification strategies on self-concept, school sentiment, and reading achievement was investigated in a sample of 240 pupils in grades four, five, and six, of two elementary schools. Teachers in the experimental school were trained in values clarification through a series of workshops; teachers in the control school did not receive such training. Results from attitude and achievement tests indicated that use of values-clarification strategies had a pronounced effect on pupils' self-concepts and school sentiment but little effect on reading achievement, that the measures of attitudes were more interdependent than those of achievement, and that there were more positive relationships between both sets of measures as a result of the use of values clarification strategies. (Author/AA)

ED 132 546

Keeves, J.P. Bourke, S.F.

Literacy and Numeracy in Australian Schools, A First Report; Australian Studies in School Performance, Volume I.

Australian Council for Educational Research, Hawthorn.

Report No—ERDC-8

Pub Date 76

Note—114p.

Available from—Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria, Australia 3122 (Write for price)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Arithmetic, Composition Skills (Literary), Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, *Literacy, National Surveys, Reading Skills, *Skills, Testing

Identifiers—*Australia

This study, carried out in 1975-1976 and reported in this document, focused on the following aims: to identify specific tasks and competencies associated with basic literacy and numeration skills which children in Australia need to master; to prepare appropriate performance (criterion-referenced) tests to measure levels of competence of 10- and 14-year-old children in the basic skills of reading, writing, and arithmetic; to estimate the number of children failing to attain basic literacy and numeration skills; and to specify relationships between various other factors (e.g., age, grade, ethnic origin, and sex) and the attainment of specific levels of competence in reading, writing, and numeration. This report provides a summary of the item results with examples and illustrations of item performance. Chapters deal with assessing literacy; the populations and the samples; objectives, tasks, and item development; administration of the testing program; physical handicaps and learning problems; performances in reading, writing, and numeration; and differences in performance between student groups. (JM)

ED 132 547

Bourke, S.F. Lewis, R.

Literacy and Numeracy in Australian Schools, Item Report; Australian Studies in School Performance, Volume II.

Australian Council for Educational Research, Hawthorn.

Report No—ERDC-9

Pub Date 76

Note—248p.

Available from—Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria, Australia 3122 (Write for price)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Arithmetic, Composition Skills (Literary), Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, *Literacy, National Surveys, Reading Skills, *Skills, Testing

Identifiers—*Australia

This study, carried out in 1975-1976 and reported in this document, focused on the following aims: to identify specific tasks and competencies associated with basic literacy and numeration skills which children in Australia need to master; to prepare appropriate performance (criterion-referenced) tests to measure levels of competence in the basic skills of reading, writing, and arithmetic; to estimate the number of children failing to attain basic literacy and numeration skills; and to specify relationships between various other factors (e.g., age, grade, ethnic origin, and sex) and the attainment of specific levels of competence in reading, writing, and numeration. This volume accompanies volume one of the report and presents the results on each item used in the reading, writing, and numeration tests at the 10- and 14-year-old levels. Results for each test item are given as percentages of students correct, incorrect, and not attempting. (JM)

ED 132 548

Tiedt, Iris M.

Reading Strategies: Activities to Stimulate Slow and Reluctant Readers.

Pub Date 76

Note—64p.

Available from—Contemporary Press, Box 1524, San Jose, California 95109 (\$3.50 paper)

Document Not Available from EDRS.

CS 003 105

Descriptors—Children, Class Activities, Decoding (Reading), Elementary Education, Oral Reading, *Reading Difficulty, *Reading Games, *Reading Instruction, Teaching Methods, *Teaching Techniques, Vocabulary Development

The activities included in this book are based on the assumption that good readers have excellent command of oral language, that they recognize signals and patterns in words and sentences and are able to guess unknown words based on this information, and that they learn to read by reading. Among the activities included in this collection are those using stories and story telling, drama, language experience, title cards, listening exercises, the cloze technique, high-frequency words, subject/predicate cards, word wheels, uninterrupted sustained silent reading, reader's theater, and poems. A reading list for teachers is also included. (LL)

ED 132 549

Koe, Frank T., Jr.

A Study of Verbal Language and Its Effect upon Language Understanding in Reading and Reading Attitudes.

Pub Date 76

Note—116p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,781, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Discussion Groups, Doctoral Theses, Grade 4, *Group Discussion, *Interaction Process Analysis, Intermediate Grades, *Language Styles, *Reading Research, Short Stories, Speech Skills, *Student Attitudes, *Teaching Techniques

Forty fourth-grade students participated in a study of the effects of intact-group versus small-group discussion on type and level of verbalization and on reading attitudes. The experimental group, divided in subgroups of five pupils each, discussed seven stories; the control group discussed the same stories as an intact class with teacher present. In both cases, discussion centered on nine supplied questions. Analysis of tapes of talk generated during equal time periods indicated no differences between experimental and control groups in content-centered words, non-content-centered words, thought units, or total number of learner-centered words. Significant differences, in favor of the experimental group, were found in attitudes toward reading. (Author/AA)

ED 132 550

Perrin, Janis Ann

The Relationship of Ethnicity and Socioeconomic Status to Reading Achievement.

Pub Date 76

Note—100p.; Ed.D. Dissertation, Texas Tech University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23,900, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Cultural Factors, Doctoral Theses, Elementary Education, Failure Factors, Mexican Americans, Negro Students, *Reading Achievement, *Reading Research, *Socioeconomic Influences, Success Factors

The relationship of socioeconomic status to the reading achievement of Anglo, Mexican-American, and black pupils was investigated in a sample of 144 third- and fifth-grade pupils. Pupils who participated in a free lunch program were classified as belonging to the poverty group; those who did not participate were classified as non-poverty. At both grade levels, the Anglo group and the nonpoverty group scored significantly higher in measured reading achievement than did the other groups. There was a significant interaction between group membership and socioeconomic status at both grade levels. In the poverty classification there were no significant differences among the three groups, but in the nonpoverty classification the Anglo group achieved a higher level than either the black or the Mexican-American group. (Author/AA)

ED 132 551

Oldick, Michael Stanley

Mothers' Behaviors and Sons' Reading Achievement and Projected Feelings.

Pub Date 76

Note—121p.; Ph.D. Dissertation, Wayne State University

CS 003 112

CS 003 113

CS 003 114

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,163, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, Failure Factors, Males, *Mother Attitudes, *Parent Influence, *Reading Achievement, *Reading Research, *Reading Research, *Student Attitudes, Success Factors

Two groups of fourth-grade boys, one group reading at grade level or above, the other reading below grade level, were selected for this study. All boys in both groups had scored at the 30th percentile or below on a kindergarten reading-readiness test. The mothers of these boys were interviewed to assess their participation, instigation, and level of satisfaction with their sons' reading activities after kindergarten. The boys were administered projective tests to assess feelings of adequacy, anticipation of punishment, anxiety, and positive and negative maternal reactions. Analysis of results indicated that mothers of the less effective readers reported significantly more instigation of their sons' reading activities than did other mothers. The less effective readers were also rated as feeling less adequate on the basis of projective test data. For the more successful readers, a positive correlation was found between reading achievement and maternal satisfaction; for the below grade level group, a negative correlation was found between reading achievement and maternal participation and instigation. Differing causal hypotheses are discussed as possible explanations of the results. (Author/AA)

ED 132 552 CS 003 115

Rainey, Dorothy Lavern

A Quantitative and Qualitative Analysis of a Set of Reading Textbooks Used in Grades 1-6 to Determine the Degree of Social Realism.

Pub Date 76

Note—171p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,670, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Content Analysis, *Cultural Pluralism, Doctoral Theses, Elementary Education, Illustrations, *Minority Groups, *Reading Materials, *Reading Research, Realism, *Textbook Evaluation, Textbook Research

A set of textbooks used in grades one through six was analyzed to determine the degree of social realism in the books. Results indicated that the selected set of textbooks was socially realistic, reflecting the diversity of cultures that exists in the United States. The texts contained stories that pictured whites, blacks, and other minorities in segregated and integrated groupings; a variety of environmental settings was used throughout the series; and the human characteristics in the illustrations were, for the most part, readily identifiable. (Author/AA)

ED 132 553 CS 003 116

Sexton, Stephen

An Analysis of Perceptions, Policies, and Procedures of Elementary School Administrators Relative to Reading Instruction, Evaluation, and Program Development in Selected Schools in Wyoming.

Pub Date 76

Note—123p.; Ed.D. Dissertation, University of Wyoming

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,733, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, *Administrator Attitudes, *Administrator Evaluation, Doctoral Theses, *Educational Research, Elementary Education, *Evaluation Methods, Principals, *Reading Instruction, Reading Level, Reading Programs, Teaching Procedures

Twenty-six elementary school principals were selected from ten Wyoming school districts to participate in this study, which was designed to identify common procedures and policies concerning the identification of individual pupil's reading levels, the selection of specific reading materials, and the development of a reading program. Responses to a survey indicated that administrative practices did not extend to areas of reading level assessment, that sequential skill development prompted basal reading programs in most districts, and that standardized achievement tests were most often used as the basis for pupil

placement. Although development of reading skills was perceived as a major priority, administrators did not devote much time to reading program organization. Generally, administrators appeared to be aware of differences in reading levels which were identified by standardized as opposed to informal inventories. Although female principals had more experience in reading instruction than did male principals, no association between the sex of the administrator or the size of the school and knowledge of differences in reading levels (as identified by the two major forms of evaluation) could be proved. (Author/KS)

ED 132 554 CS 003 120

Stack, Wesner Brown

Some Relationships between Operativity and Reading Comprehension.

Pub Date 76

Note—190p.; Ph.D. Dissertation, University of Delaware

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,269, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Developmental Stages, Doctoral Theses, Intermediate Grades, *Psychological Studies, *Reading Comprehension, *Reading Processes, *Reading Research

Identifiers—Piaget (Jean)

Samples of 98 fourth graders and 111 sixth graders participated in a study of the relationships between operational thinking and reading comprehension of texts involving operational structures. Tests of operational thinking, reading comprehension, IQ, and vocabulary were administered in class groups. Results from correlational and factor analyses indicated that operativity and reading comprehension were significantly related and that this relationship was relatively independent of IQ and vocabulary. These findings were consistent with hypotheses derived from Piagetian theory. The relative development of operativity and reading comprehension was found to depend upon the operational stage. Operativity preceded reading comprehension for concrete operational tasks and succeeded it for the majority of formal operational tasks. Factor analyses indicated that tasks used in the study were independent measures of operativity and reading comprehension and that consolidation with each of these constructs occurs at different times in development. (Author/AA)

ED 132 555 CS 003 121

Walker, Martha Susan Motley

The Effect of High and Low Interest Content on Instructional Levels in Informal Reading Inventories.

Pub Date 76

Note—162p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,694, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Ability, Doctoral Theses, Informal Reading Inventory, Intermediate Grades, *Motivation, *Reading Comprehension, Reading Interests, Reading Level, *Reading Research, Sex Differences, *Success Factors, *Word Recognition

The effects of interest level on comprehension and word-recognition instructional levels were investigated in samples of fifth- and sixth-grade pupils. The effects of sex, ability, interest, and type of skill on performance on informal reading inventories were tested using a four-factor analysis of variance; each grade level was examined separately. Significant main effects were found for ability and type of skill at both the fifth- and sixth-grade levels and for interest at the sixth-grade level. The interaction of sex and type of skill was also significant. Conclusions of the study were that high-interest content had a greater effect on comprehension than on word recognition, increased the instructional levels of males more than of females, and had a greater effect on average and below-average readers than on above-average readers. (Author/AA)

ED 132 556 CS 003 122

Wolf, Joan Silverman

The Effect of Modeling on Reading Selections of Gifted and Non-Gifted Students.

Pub Date 76

Note—123p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,712, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Conformity, Doctoral Theses, *Gifted, Independent Reading, Intermediate Grades, *Reading Interests, *Reading Material Selection, *Reading Research, *Role Models, Student Attitudes

The effects of modeling procedures on the reading selections of gifted and nongifted students were examined in a group of ten gifted sixth graders, eight gifted fifth graders, and eight nongifted fifth graders. Both adult and combined peer/adult modeling procedures were investigated. Data on selections from the 150 books available in the classroom were collected twice daily for three and a half months. A functional relationship was established, for four subjects, between modeling procedure and the selection of biography and, for two subjects, between modeling procedure and selection of folk tales. Nongifted pupils were affected by the modeling procedure more than gifted pupils were in their selection of biography; gifted pupils were affected more by the combined peer/adult modeling procedure than by the adult modeling procedure. (Author/AA)

ED 132 557 CS 003 123

Wood, Edwin Leon

Cross-Age Tutoring: A Strategy for Increasing Reading Achievement and Improving Self-Concept for Elementary School Children.

Pub Date 76

Note—89p.; Ph.D. Dissertation, Hofstra University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,959, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Cross Age Teaching, Doctoral Theses, *Educational Research, Elementary Education, *Reading Achievement, *Role Perception, *Self Concept

This study attempted to determine the effects of a twice-weekly, four-month-long, cross-age tutoring program on children's reading achievement levels and self-concepts. A total of 240 students, stratified by grade and sex, were randomly assigned to four experimental groups. Within each group, students were matched by grade: grade four with grade one, grade five with grade two, and grade six with grade three. The experimental groups were randomly assigned to two treatment and two control situations. One treatment group worked in a special reading room, while the other worked in the library. One control group read individually in the reading room; the other did not participate in any way. An analysis of data did not prove the hypothesis in question, which asserted that the enactment of a role is influenced by both expectation and location. Research design was limited by the length of time that the individual variables operated, by the lack of baseline data, and by the use of a single school's population. It was suggested that further research be directed toward developing more specific criterion measures. (Author/KS)

ED 132 558 CS 003 124

Wright, Julia Ann

Relation of Visual and Motor Perception to Reading Achievement among Children with One Year of Study in School.

Pub Date 76

Note—126p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,716, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Doctoral Theses, Failure Factors, Intelligence, *Perceptual Motor Coordination, Primary Education, *Reading Achievement, *Reading Processes, *Reading Research, Success Factors, *Visual Discrimination

A stratified random sample of 70 pupils was selected from 261 children from three elementary schools, who had completed one year of formal reading instruction. To investigate whether visual discrimination or visual-motor development was more closely related to reading achievement, tests of reading achievement, intelligence, visual-motor

abilities, and visual discrimination were administered. Results from a series of correlation, multiple regression, and factor analyses indicated that intellectual and visual-motor variables were more closely related to reading achievement than were the measures of visual discrimination. (Author/AA)

ED 132 559 CS 003 125
Shaps, Philip P.

Language and Reading Disability among Disadvantaged Youth: Overview; And Remedial Philosophy and Programs.

Pub Date Jul 76

Note—400p.; Ph.D. Dissertation, Thomas A. Edison College

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Disadvantaged Youth, Doctoral Theses, Elementary Secondary Education, English Curriculum, Failure Factors, *Language Handicaps, *Literature Reviews, Nonstandard Dialects, Program Evaluation, Reading Difficulty, *Reading Instruction, *Reading Programs, *Remedial Reading, Success Factors

This study focuses upon problems of language and reading disability among disadvantaged pupils in elementary and secondary school. Separate sections consider the evidence that such disabilities are a continuing problem; review remedial practices and existing programs; examine federal, state, and local programs aimed at such problems; formulate new approaches on the basis of an analysis of the best of previous attempts; and draw implications for the English curriculum at all levels. (AA)

ED 132 560 CS 003 126

Curry, Robert L. Geis, Lynna

A Summary of Studies on the Usefulness of Phonic Generalizations.

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Literature Reviews, *Phoneme Grapheme Correspondence, *Phonics, *Reading Instruction, *Reading Research, *Reading Skills, *Research Design

Seven studies of the usefulness of 45 phonic generalizations were selected for comparison on the basis of similarity in research design. Combining the results into a single summary table, 25 of the 45 generalizations were found to be useful. The authors suggest that, where possible, these generalizations should be consolidated to simplify the instructional task. (AA)

ED 132 561 CS 003 128

Fairbanks, Marilyn M.

A Bibliography of Studies Relative to the Teaching of Vocabulary: Grades Five through Adult.

Pub Date Dec 75

Note—17p.; Presentation made at the National Reading Conference (St. Petersburg, Florida, December 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Content Reading, Elementary Secondary Education, Higher Education, *Program Evaluation, *Reading Research, Reading Skills, *Teaching Methods, *Vocabulary Development, *Vocabulary Skills

Part one of this bibliography lists 47 studies on the teaching of vocabulary, grades five through adult. Studies are divided into four sections on the basis of the measure used in comparing methods: general vocabulary; content area vocabulary; word lists, word parts, and related tasks; and concepts. For each study, the students involved, methods compared, and findings are briefly described. Part two of the bibliography lists other selected studies relevant to the teaching of vocabulary. (AA)

ED 132 562 CS 003 129

Fairbanks, Marilyn M. Snozek, Dorothy A.

Selected Annotated Bibliography Relative to College Reading-Study Skills Program Objectives and Evaluation.

Pub Date 75

Note—8p.; Presentation made at the College Reading Association (Bethesda, Maryland, Fall 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, College Programs, Higher Education, Program Descriptions, *Program Evaluation, *Reading Skills, *Study Skills

This 18-item bibliography includes journal articles, yearbook chapters, dissertations, unpublished papers, and ERIC documents dealing with the characteristics or evaluation of college reading/study skills programs. Each item in the alphabetical list is briefly annotated. (AA)

ED 132 563 CS 003 130

Duff, T. S. Clark, M. L.

Listening in the Primary School: Views and Practices of Australian Teachers.

Australian Council for Educational Research,

Hawthorn.

Pub Date 76

Note—208p.

Available from—Australian Council for Educational Research, P.O. Box 210 Hawthorn, Victoria, Australia 3122 (\$8.50 paper)

Document Not Available from EDRS.

Descriptors—Educational Research, Elementary Education, *Evaluation Methods, *Listening, Listening Habits, *Listening Skills, National Surveys, *Teacher Background, *Teaching Methods

Identifiers—Australia

This volume details the results of a questionnaire, submitted to 883 primary school teachers in the six Australian states, on the teaching of listening skills. Questions involved 224 variables and tapped six areas: biographical details of the respondent, training background in the teaching of listening, teaching methods and materials used, listening skills developed and the purposes of listening considered important, characteristics of good and poor listeners, and diagnostic and evaluative procedures. Generally, responses of teachers in different states were similar, but exceptions are noted with respect to supporting services and use of assessment techniques. Distinctive differences between teachers of upper and lower grades were also found in the relative amount of time devoted to training in listening and in the approaches adopted. Characteristics of the whole sample include the tendency to underestimate the importance of listening as a means of learning in the primary school, the infrequent planning of approaches to develop listening skills, and generally poor conditions for listening in many classrooms. In short, provision for the teaching of listening could be improved. (Author/KS)

ED 132 564 CS 003 131

Program Development through Process (The Glassboro Right-to-Read Program).

Glassboro Public Schools, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Office of Program Development; Office of Education (DHEW), Washington, D.C.

Report No.—NJSDE-TR-7

Pub Date 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Diagnostic Teaching, *Individualized Instruction, Primary Education, Program Descriptions, Reading Achievement, Reading Instruction, *Reading Programs, *Ungraded Primary Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Right to Read

The Right-to-Read Program outlined in this document is an ungraded project for kindergarten through third grade, which utilizes individual diagnostic tests to place pupils at their instructional levels of reading and to prescribe plans of individualized instruction based on specific curriculum objectives. The document sketches the development of the project and its first two years of operation (1972-1973 and 1973-1974), including background, project activities, evaluation strategy, the validity and reliability of the instrument, and project results. The average rate of gain across all instructional levels was 2.14 years for 1972-1973 and 1.52 years for 1973-1974. Charts accompany the text. (JM)

ED 132 565 CS 003 132

Ryan, Florence Holmes

When George Washington Takes Second Place.

Pub Date 76

Note—19p.; Paper prepared at The Hutchison School

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Biographies, Elementary Education, *Females, *Reading Interests, Reading Materials

This document discusses biographies of women, chosen to appeal to young girls, including "So Young a Queen," "Indian Captive," "Wilderness Wife," "Louisa," "Molly Garfield in the White House," "I Mary," "I Varina," "Pattern for a Heroine: The Life Story of Rebecca Gratz," "Theodosia," "Child of the Silent Night," "The Silent Storm," and "Invincible Louisa." A seven-page bibliography of biographies about women is included. (LL)

ED 132 566 CS 203 086

Tway, Eileen

Books for Canadian Kids: Children's Literature and Creative Writing.

Pub Date 76

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Children's Literature, Composition (Literary), *Creative Writing, Elementary Education, Literature, *Literature Appreciation, Teaching Methods

A major task of teachers is to help all children to enjoy creative writing and to become effective in written communication. Literature may be read to inspire children to write, to help them explore their own imaginations, and to show them techniques used by other authors in characterization and dramatization. Children may share stories they write, putting them into booklets and adding them to the classroom library. (JM)

ED 132 567 CS 203 087

Charnley, Mitchell V.

Reporting. Third Edition.

Pub Date 75

Note—382p.

Available from—Holt, Rinehart and Winston, Publishers, 430 Allwood Road, Clifton, New Jersey 07012 (\$8.95 paper)

Document Not Available from EDRS.

Descriptors—Expository Writing, Headlines, *Journalism, News Media, Newspapers, *News Reporting, Social Problems

Identifiers—*News Writing

Reporting is a craft, an art, and a principal means of building and maintaining the kind of society a democratic people wants. This book describes—with examples—the nature, uses, and potential of the craft of reporting and emphasizes newspaper practice as dominant among systems of news dissemination. This edition differs from the second edition in its attention to the environment of journalism today, in the arrangement of content, and in the illustrations. The four major topics covered in the book are the anatomy and environment of news, problems and processes of news gathering, news writing and style, and types of reporting. The book concludes with three appendices (the preparation of copy, the jargon of journalists, and a code of ethics) and an index. (JM)

ED 132 568 CS 203 088

Chisholm, William

Degrees of Syntactic and Rhetorical Fluency-Competency in Freshman Writing: A Computer-Assisted Study.

Pub Date 77

Note—7p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (18th, St. Louis, Missouri, November 4-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, *Composition Skills (Literary), Higher Education, Language Fluency, *Language Patterns, Language Research, *Rhetoric, *Syntax

An exploratory study of quantitative measurement of syntactic and rhetorical fluency examined students' writing near the beginning and near the end of a two-quarter, freshman English program. The syntactic analysis focused on the clause, which was classified according to basic syntactic type and elaborating syntactic structures. The rhetorical analysis concentrated on the orthographic unit and included counts of selected rhetorical features and counts of logical relationships between successive units of thought. Preliminary results are reported, though in general the measures chosen did not discriminate between the 20 compositions written at the beginning of the program and the 20 written at the end. (AA)

54 Document Resumes

ED 132 569 CS 203 089

Gibson, W. A.
The Rhetoric of the Letter of Application and Vita: A Chairman's View.

Pub Date 76
Note—14p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (30th, Santa Fe, New Mexico, Oct. 21-23, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*English Departments, Failure Factors, Higher Education, *Job Application, *Letters (Correspondence), *Rhetoric
Identifiers—*Vita

A rhetorical analysis of the letter of application and the vita used in applying for a teaching job in language and literature is used to provide practical advice to applicants. Of the many components of a full rhetorical analysis, three receive special attention: the rhetorical situation, some characteristics of the audience, and several features of the "message." Ways in which either the letter of application or the vita can malfunction are given special attention. (AA)

ED 132 570 CS 203 090

Stevenson, Robert L.
Use of Public Television by Blacks in Mississippi, North Carolina and Columbus, Ohio.

Pub Date 76
Note—31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Caucasians, Minority Groups, *Negroes, *Public Television, State Surveys, Television Research, *Television Viewing, Use Studies

Identifiers—Mississippi, North Carolina, Ohio (Columbus)

Three studies carried out in 1975 with the assistance of the Corporation for Public Broadcasting examined use of public television by black viewers. Results from statewide telephone surveys in Mississippi and North Carolina indicated that significantly fewer blacks than whites watched public television. However, most of the differences disappeared when education was held constant. A similar survey in predominantly black areas of Columbus, Ohio, found that viewing was heavier among blacks than among whites. The saturation of black households by television was considered a possible explanation for the high level of use of public television among blacks in that study. In all three studies, black viewers reported a higher level of viewing of black-oriented programs than did whites. (Author/AA)

ED 132 571 CS 203 091

Lister, Hal
The Suburban Press: A Separate Journalism.

Pub Date 75
Note—186p.
Available from—Lucas Brothers Publishers, 909 Lowry St., Missouri Store Building, Columbia, Missouri 65201 (\$4.95 paper)

Document Not Available from EDRS.
Descriptors—Career Opportunities, Investigations, *Journalism, *News Media, *Newspapers, News Reporting, Publicize, Suburban Environment, Suburban Problems, *Suburbs

This book reports and discusses the findings of a study of suburban newspapers as a third force in the press, different from the other two forces—metropolitan daily newspapers and small-town and weekly newspapers. Chapters explore various aspects of suburban newspapers, including a history of suburbia, publisher attitudes toward the suburban press, attitudes of metropolitan daily papers toward the suburban press, the suburban press as an investigative organ, advertising perspectives, career opportunities, circulation, and other peculiarities. (JM)

ED 132 572 CS 203 092

Swearingen, Mary
You Can Teach Yourself to Spell; Teacher Guide and Student Manual.

Education Service Center Region 19, El Paso, Tex.
Pub Date 75
Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Auditory Discrimination, Elementary Education, *Listening Skills, *Self Help Pro-

grams, *Spelling, *Spelling Instruction, *Teaching Guides, *Word Lists, Workbooks

These booklets describe a self-help program for children at the elementary level to improve spelling ability. The first, a teacher's guide, provides a rationale for program implementation, information and suggestions for the teacher, a description of the lessons, and an outline of procedures. Appendixes list spelling words in the order of their appearance in the program, grouped by vowel sounds, and alphabetically. The second, a student's workbook, provides 36 brief lessons designed to encourage auditory awareness, facilitate the comparison of phonetic and deviant spellings, and promote recognition and understanding of 64 one-syllable spelling words. (KS)

ED 132 573 CS 203 093

Alexander, Louis
Beyond the Facts: A Guide to the Art of Feature Writing.

Pub Date 75
Note—244p.
Available from—Gulf Publishing Company, Book Division, P.O. Box 2608, Houston, Texas 77001 (\$9.95 cloth)

Document Not Available from EDRS.
Descriptors—Broadcast Industry, Higher Education, *Journalism, New Journalism, Newspapers, Periodicals, Post Secondary Education, Reference Books, *Teaching Guides, Teaching Techniques, *Writing Skills
Identifiers—*Feature Writing, News Writing

This book, designed primarily as a college text, but also useful for self-study, as a library reference, and as a reference for cub reporters, newscasters, and associate editors, offers guidance on format and structure for the feature writer. Topics discussed include news features, brites, color stories, side bars, and think pieces, as well as interviewing, researching and illustrating features, the psychology of readers, and writing and new journalism. Teaching techniques, tested in classrooms and adult workshops, are arranged in an order suitable for classroom use. Details of gathering story materials, identifying good ideas, and selling stories are included for magazine, newspaper, and broadcast styles. (Author/KS)

ED 132 574 CS 203 094

Murphy, Sharon
Native American Newspapers: Selected Vignettes.

Pub Date Aug 76
Note—45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*American Indian Culture, American Indian Languages, *American Indians, Journalism, Minority Groups, News Media, *Newspapers, United States History

Throughout its history, the press in the United States has been dominated by whites and directed toward the interests and well-being of white readers, often ignoring or distorting news and events within and about nonwhite communities. As a result, minority groups have established their own press systems. One of these systems, with a 148-year history, is the native American press. The first Indian paper, half in English and half in the Cherokee alphabet, was the "Cherokee Phoenix," established in 1828. Like many other native American papers, it did not long survive the pressures and open harassment by white society and government. Although of varying degrees of journalistic sophistication, today's native American press carries on the tradition of investigative watchdog journalism, continues its role as educator, and functions as a preserver of heritage, carrying tales from the past and accounts of living native American leaders. Increasing numbers of papers also attempt to reintroduce the native American languages of their readers. (Author/JM)

ED 132 575 CS 203 095

McCombs, Maxwell E.
Agenda-Setting Research: A Bibliographic Essay.

Pub Date 76
Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Bibliographies, Literature Reviews, *Media Research, *News Media, Newspapers,

Political Attitudes, *Political Socialization, Television, Voting
Identifiers—*Agenda Setting

Studies of agenda setting, which asserts that audiences note what is emphasized in the news media and incorporate a similar set of emphases into their personal agendas, are reviewed in this essay. Separate sections consider early empirical evidence in support of the concept; contingent conditions; differing effects of newspapers and television; models of the process; salience of attributes of a topic, issue, or person; domains for research; theory construction and testing; and appropriate research strategies. (AA)

ED 132 576 CS 203 096

Mavrogenes, Nancy A. Cummins, Joan S.
What Ever Happened to Little Red Riding Hood? A Study of a Nursery Tale and Its Language.

Pub Date 76
Note—17p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Childrens Literature, *Language Usage, Linguistics, *Literary History, *Literature, Readability, Sentence Structure, *Vocabulary

Identifiers—*Little Red Riding Hood

The first section of this study traces the history of the story of "Little Red Riding Hood," from its possible primitive origins, through its first publication in 1697, up to its current status. The second section analyzes the language of an interesting 1856 version of the tale and compares it with more modern versions. Table I indicates levels of reading difficulty for editions of the story according to Fry's readability technique. Table II presents a linguistic analysis of 16 of the 27 versions of the folktale. This analysis reveals that, from 1697 to 1974, sentences have become shorter, the use of complex and complex-compound sentences has decreased, and simple sentences have become more usual. Moreover, it suggests that the level of literary sophistication—evidenced by use of subplots, interior monologue, multiple morals, and imagery—has declined since the 1856 version. It further suggests that children be exposed to more and different kinds of literature during their formative years. (LL)

ED 132 577 CS 203 097

Ballard, Charles G.
The Deep Structure Content of Native American Literature.

Pub Date 76
Note—16p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (30th, Santa Fe, New Mexico, October 21-23, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indian Culture, American Indians, Intergroup Relations, Literary Analysis, Literary History, *Literature, *Moral Values, *Social Values

The older tradition of native American literature is discussed in terms of the systems of values which we bring to it, as well as those embedded in it. The analysis leads to a statement of some of the strengths of recent native American literature, which carries from the past some of the value judgments that have always kept the group or the tribe intact. The essential conflict has been with people whose words and values systems do not match. The overall analysis suggests that some understanding of ourselves goes hand in hand with any proper investigation of the distant past. (AA)

ED 132 578 CS 203 098

English, John W.
Southern Living and Southern Voices: Models of Regional Magazine Success and Failure.

Pub Date 76
Note—9p.; Paper presented at the Annual Meeting of the Popular Culture Association in the South (Knoxville, Tennessee, October 7-9, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Failure Factors, Higher Education, *Periodicals, *Publishing Industry, *Success Factors

Identifiers—*Regional Magazines, Southern Living, Southern Voices

This paper examines the phenomenon of magazine success and failure as demonstrated by two regional magazines, "Southern Living" and "Southern Voices." The former, a combination of articles about food, travel, sports, and other posi-

tive aspects of southern life, was quickly accepted by its readers and advertisers and began earning profits within four years. The latter, which was committed to in-depth commentary on the South's social, economic, and political affairs, was beset by financial, advertising, distribution, and design problems and eventually folded. (KS)

ED 132 579 CS 203 099
Magazine Profiles: Studies of a Dozen Contemporary Magazine Groupings.
 Northwestern Univ., Evanston, Ill. Medill School of Journalism.
 Pub Date Dec 74
 Note—192p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
 Descriptors—*Content Analysis, *Evaluation, Higher Education, Journalism, Literature Reviews, *Periodicals, *Student Developed Materials

The 12 papers collected in this volume were written by graduate students in a magazine publishing seminar conducted at the Medill School of Journalism, Northwestern University, Evanston, Illinois. Papers discuss a range of topics related to contemporary magazines and are of interest to editors, publishers, journalism educators, and students. Titles include "Black Consumer Magazines: 'Black Enterprise,' 'Ebony,' 'Essence'"; "Regional Lifestyles: 'Better Homes and Gardens,' 'Southern Living,' 'Sunset'"; "Men's Entertainment Magazines: 'Oui,' 'Penthouse,' 'Playboy'"; and others. (KS)

ED 132 580 CS 203 100
Grunig, James E.
Organizations and Public Relations: Testing a Communication Theory.
 Association for Education in Journalism.
 Pub Date Nov 76
 Note—63p.

Available from—Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and Mass Communications, Univ. of Minnesota, Minneapolis, Minn. 55455 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—*Business Communication, *Communication (Thought Transfer), Communication Problems, Communication Skills, *Information Theory, Literature Reviews, *Organizational Communication, *Public Relations, Research, Theories

This monograph first reviews a theory of individual communication behavior and points out the similarities between that theory and the observed activities of public relations practitioners. It then reviews the literature of formal organizations to extend the theory to more complex systems. Next, it operationalizes this expanded theory and reports the results of a field study of public relations practitioners designed to test the hypotheses derived from the theory. Finally, it discusses the implications of the theory and this research for the teaching and practice of public relations. (Author)

ED 132 581 CS 203 101
Dieterich, Daniel J., Comp.
Annotated Bibliography of Research in the Teaching of English, July 1, 1976 to December 31, 1976.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
 Pub Date 76

Note—27p.
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Annotated Bibliographies, Bilingualism, Composition (Literary), Early Childhood Education, *Educational Research, Elementary Secondary Education, *English Instruction, Higher Education, Humanities, *Language Arts, Language Research, Literature, Media Research, Oral Communication, Teacher Education, Testing, Verbal Learning

This annotated bibliography lists journal articles, dissertations, books, and ERIC documents related to research in the teaching of English published between July 1, 1976, and December 31, 1976. Documents covering all levels of education are listed in six sections: bilingual and bidialectal studies; language and verbal learning; literature, humanities, and media; teacher education; testing and evaluation; and written and oral communication. Each document is given a one-sentence annotation. (AA)

ED 132 582 CS 203 102
Mullican, James S., Ed.

Focus: Film in the English and Language Arts Classroom.
 Indiana Council of Teachers of English, Terre Haute.

Pub Date 76
 Note—49p.; The Indiana Council of Teachers of English is an affiliate of the National Council of Teachers of English
 Journal Cit—Indiana English Journal; v10 n2 Entire Issue Win 1975-76

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Creativity, Elementary Secondary Education, *English Curriculum, *English Instruction, Filmographies, *Films, *Film Study, *Language Arts, *Visual Literacy

The articles collected in this issue are devoted to the topic of film in the English and language arts classroom. Titles include "Film Study: Some Problems and Approaches" (Judd Chesler), "The New Basic Skill: Film" (Harold M. Foster), "Caveat Viewer: Developing Viewing Perceptions" (Edward S. Dermon), "Shreds and Patches: Improvised Textbook" (Dorothy M. Hill), "110 Volt English Teaching" (Jane Bales), "Stimulating Creativity in the Classroom" (Shirley J. Jones), "Films for Children" (Jill P. May), "A Basic Library of Short Films: 50 Suggested Titles" (Ken Donelson), "Teleteach and the English Class: An Interview with Lewis Paige Sego" (Saul Rosenthal), and "NCTE Resolution on Promoting Media Literacy," as well as poems by Michael Dougherty, Michael Deeter, and Jill Lee and a call for manuscripts. (KS)

ED 132 583 CS 203 103
Danielson, Wayne A. Mgbemena, Nwabu
A Descriptive Study of College and University Teachers of Journalism in the United States.
 AASDJ Studies on Education in Journalism and Mass Communication, No. 2.

American Association of Schools and Departments of Journalism.
 Pub Date Aug 75
 Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*College Teachers, Higher Education, *Journalism, Mass Media, *National Surveys, Newspapers, *Teacher Characteristics, *Teacher Qualifications

This descriptive study of college-level journalism teachers in the United States shows that the teachers are primarily male, young to middle aged, and distributed fairly evenly within the various academic ranks. There is a heavy midwestern emphasis in their current employment and in their academic training. The doctorate is now the modal degree in the field, although emphasis continues to be placed on the professional experience of the teacher, with newspaper experience the norm. Teaching specialties tend to follow professional lines, but there is an apparent interest in such teaching specialties as mass communication and society, theory and methodology, and history. (Author)

ED 132 584 CS 203 104
Clarke, Peter

The Non-Professional Degree in Mass Communication: A Study of Curriculum and Student Enrollment. AASDJ Studies on Education in Journalism and Mass Communication, No. 3.

American Association of Schools and Departments of Journalism.
 Pub Date Dec 75
 Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*College Majors, College Programs, Degree Requirements, Higher Education, *Journalism, *National Surveys, *Program Descriptions

Identifiers—*Nonprofessional Majors
 A survey of 57 of the 61 schools accredited by the American Association of Schools and Departments of Journalism found seven schools offering a program of studies not designed to prepare students for vocations or careers in journalism. At these institutions an average of 10% of the junior/senior undergraduate majors—about 250 students nationwide—are considered to be in the nonprofessional track. Another 12 accredited schools are considering starting nonprofessional programs. Programs at the University of Washington, the University of Wisconsin, Pennsylvania State, and the University of Michigan are described in detail. (AA)

ED 132 585 CS 203 105
Nelson, Harold L. And Others

Changes in Student-Faculty Ratios and Cost per Student at 42 Schools of Journalism, 1970-1974. AASDJ Studies in Education in Journalism and Mass Communication, No. 4.

American Association of Schools and Departments of Journalism.
 Pub Date May 76
 Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—College Majors, *Enrollment Trends, *Expenditure Per Student, *Faculty Workload, Higher Education, *Journalism, *National Surveys

This survey of 42 schools accredited by the American Council on Education for Journalism sought to relate change in journalism student numbers to changes in journalism faculty numbers and in journalism budgets. Results indicated that in average percentage change, the number of majors showed an increase of 80%, and teacher numbers an increase of 32%; majors per teacher increased by 39%. In average percentage change, budgets increased by 50%, while majors increased by 80%; cost per major decreased by 8%; and schools in liberal arts colleges and colleges of communication fared better than those in other colleges. (Author/AA)

ED 132 586 CS 203 106
Klein, Walter J.

The Sponsored Film.

Pub Date 76

Note—202p.

Available from—Communication Arts Books, Hastings House, Publishers, 10 East 40th Street, New York, New York 10016 (\$12.50 cloth)

Document Not Available from EDRS.

Descriptors—*Film Production, *Films, Government (Administrative Body), Higher Education, Industry, Organizations (Groups), Post Secondary Education, *Publicize, *Public Relations

For public relations professionals and would-be sponsors of films, this book provides guidelines for understanding the film medium and its potential as a persuasive force in industry, government, organizations, and religious orders. For filmmakers, it brings together practical information needed to survive in the sponsored-film industry and to make the best films possible. Chapters include "Perspective," "The Sponsored Film Industry," "Buying and Selling Sponsored Films," "Putting Sponsored Films to Work," "Business Management," "Getting Along With Others," and "Moving Into Sponsored Films." Appendices provide a standard motion-picture production contract, a motion-picture specifications outline, and membership rosters for Inforfilm and the International Quorum of Motion Picture Producers. (Author/KS)

ED 132 587 CS 203 109
Tway, Eileen, Ed.

New Directions in Children's Literature; Report on the Proceedings of the Annual Conference on Children's Literature (5th, Miami University, April 24, 1976).

Miami Univ., Oxford, Ohio.

Pub Date 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Literature, *Bibliotherapy, *Childrens Books, *Childrens Literature, Conference Reports, *Folk Culture, *Reading Interests, *Story Telling, Teaching Methods, Television, Writing

This volume contains representative papers presented at the annual conference on children's literature at Miami University, 24 April 1976. The papers are: "New Directions for Children's Literature" by Sam Leaton Sebesta; "Storytelling: An Ancient Delight" by E. Ann Johnson; "Folklore" by Soledad Newman; "Using Bibliotherapy and Television in the Classroom" by Alfred Ciani; "The Critic and the Child" by Rebecca Lukens; "Anecdotes about American Authors" by Mabel E. Eldridge; and "Suggestions for Writing and Publishing Children's Books" by Nicholas P. Georgiady. (LL)

ED 132 588 CS 203 110
Role: Your Own; A Handbook for Coping with Sexism in the Study of Language, Literature, and the Mass Media.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
 Report No—SC-738

Pub Date 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, English Instruction, Guidelines, *Language, Language Attitudes, Language Usage, *Literature, *Mass Media, *Sex Discrimination, *Sex Role, *Sex Stereotypes

The purposes of this handbook are to assist teachers in examining a number of concerns regarding the expression of sexism in language and literature and to provide some suggestions for coping with these problems in the classroom. The first section, devoted to language, considers stereotyping and role expectations, as well as the following areas of concern: generic terms, occupational terms, clichés and literary stereotypes, sexist "put-downs," adjectives, pronouns, gender of inanimate objects and characters in children's literature, overcompensation, and correspondence forms. The second section, on literature, deals with the study of literary roles, questions for discussion, and authors and books. Sexism and sex-role stereotyping in the mass media, specifically in films, television, newspapers, magazines, and advertising, are considered in the third section. Several bibliographies dealing with sexism and sex roles are cited. (LL)

ED 132 589

CS 203 111

Metzger, Elizabeth

The Composing Process of Students Grade 7, Grade 10, and College.

Pub Date 76

Note—25p.; Paper presented at the Annual Meeting of the New York State English Council, October 15-17, 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies (Education), *Composition (Literary), *Composition Skills (Literary), Educational Research, Higher Education, Secondary Education, *Student Behavior, Student Teacher Relationship

The composing processes of three students—seventh grade, tenth grade, and college level—are described in this paper. Observations are given for each student, in eight stages of the composing process: prewriting, planning, starting, following a program of style, reformulating, stopping, contemplating, and composing silently. Findings showed that these students do no planning, find starting easy—especially with personal narratives, show preoccupation with technical matters at the expense of content, are syntactically immature writers, omit words and phrases, and do not revise. The author concludes that since students perceive teachers to be editors and proofreaders only and view writing as a joyless chore, teachers need to become coaches and empathetic listeners who provide students with opportunities for pleasurable writing experiences. (JM)

ED 132 590

CS 203 112

Hoyt, James L.

The Effects of Being Televised: An Experimental Test.

Pub Date 76

Note—15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Court Doctrine, Court Litigation, Oral Communication, Photographic Equipment, *Response Mode, *Television, *Television Research, *Video Equipment

The ongoing controversy over whether to permit television cameras to cover courtroom trials has generated a variety of responses from the judiciary, the bar, and the media. In an attempt to determine whether individuals are affected by the awareness that they are being televised, this study, while maintaining experimental control, simulated some of the pressures placed on witnesses in a courtroom setting. Subjects, 36 volunteers enrolled in a media-and-society class at the University of Wisconsin, were shown a brief film and then were asked specific questions about the content of the film. While answering these questions, some subjects faced a conspicuous television camera which was purported to be recording their answers for viewing by a large number of people, some faced an unobtrusive camera hidden behind a mirror, and some faced no camera at all. The subjects' answers were recorded and the content analyzed. No significant differences were found between the verbal

behavior of respondents who faced a hidden television camera and the behavior of those who did not face a camera. However, those who faced the obtrusive camera talked longer, used more words, paused less, and included more information in their answers. There were no differences in the amount of incorrect information in the answers. (LL)

ED 132 591

CS 203 113

Martin, Ernie

The Importance of Radio News to Listeners.

Pub Date 76

Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audience Participation, *Audiences, Listening Habits, News Media, *News Reporting, *Radio

While the news is considered a vitally important aspect of most radio stations' formats, broadcasters need to determine what a listener wants from the news-listening experience and how a station can program news in the form most desirable for the listener. This study, based on a Lawrence, Kansas, telephone survey of radio listeners, found that radio news is not of special importance to all listeners—younger listeners (college and "rock" listeners) placed less importance on news than did older or noncollege listeners and country, classical, and "middle-of-the-road" listeners; that music is the primary reason for listening to the radio, followed by news, companionship or background, and entertainment; that among reasons for preferring one station are radio news, local news, good coverage, personalities presenting the news, frequency of newscasts, understandability, reception, and quantity of news; and that some of the aspects of radio considered important are coverage of a wide range of subjects, giving details about what goes on behind the scenes, having on-the-scene reports from reporters in the field, and the quantity of news stories carried. (Author/JM)

ED 132 592

CS 203 114

Crowley, Sharon, Ed.

The Teaching of Composition.

Arizona English Teachers Association, Tempe.

Pub Date Oct 76

Note—120p.; The Arizona English Teachers Association is an affiliate of the National Council of Teachers of English

Journal Cit—Arizona English Bulletin; v19 n1 Entire Issue Oct 1976

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Composition (Literary), *Composition Skills (Literary), Elementary Secondary Education, *English Instruction, Grammar, Higher Education, Learning Activities, *Reading, *Teaching Methods, *Writing

This issue of the "Arizona English Bulletin" includes articles concerned with philosophy, psychology, and procedure in the composition classroom at all levels of instruction. Among the topics considered are contending with critics of composition, the back-to-basics movement, the writing process, writing modules, remedial writing, personalized writing courses, literacy in written expression, defining good writing, reading and writing, writing assignments, grammar and composition, teaching research methods, and suggestions for dealing with specific problems in writing and composition. The authors of the papers are Donald R. Gallo, Stephen E. Bowles, Richard Lloyd-Jones, Vivian I. Davis, Robert M. Holland, James Bartell, Robin Kline, Gregory Cowan, R.W. Reising, Margaret and John Fleming, Brian Barabe, Jan A. Guffin, Jim Grimord, Michael F. O'Hear, Hortense Sarot, Lynne B. Kitchens, Sherry L. Reames, Richard L. Graves, George Redman, Kent Kelling, Harrison J. Means, Frank J. D'Angelo, Gail Fisher Briscoe, Russell R. Larson, Jean H. McLellan, Tim Morehouse, Timothy Scannell, Donald Roberts, Aimee Chick, and James H. Chadborn. (LL)

ED 132 593

CS 203 115

Torrance, E. Paul

Creativity in the Classroom; What Research Says to the Teacher.

National Education Association, Washington, D.C.

Pub Date 77

Note—37p.

Available from—NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$0.75 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Creative Ability, Creative Expression, Creative Thinking, *Creativity, Creativity Research, *Educational Change, *Educational Objectives, Elementary Secondary Education, Higher Education, Instructional Materials, Teaching Methods

A subtle revolution in the goals and methods of education, which has been occurring in the United States since the early 1960s, emphasizes both creative problem solving and creative expression. This booklet discusses this creativity and explores the evidences of change in educational objectives, teaching methods, curriculum and instructional materials, procedures for identifying creative talent, and the assessment of creative achievement. The booklet also deals with creativity at different educational levels, measuring creative thinking abilities, the pattern of development of creative abilities, creative ways of learning, what teachers can do, planning learning experiences for creativity, the teachers' own creativity, and goals in guiding creativity. A list of selected references is included. (JM)

ED 132 594

CS 203 116

Listening and Speaking, K-3; A Packet for Teachers.

New York State Education Dept., Albany; New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 75

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, Class Activities, *Curriculum Guides, *Language Arts, *Listening, Primary Education, *Skill Development, *Speaking

The new language arts syllabus for elementary and secondary schools in New York State provides a program framework which focuses chiefly on the development of pupils' skills in reading, writing, speaking, listening, literature, and language. This document, the first in a series of packets which implement the use of the syllabus, is designed to aid primary teachers (kindergarten through third grade) in teaching speaking and listening skills. The packet contains a list of objectives; sample lesson outlines giving objectives coordinated with the syllabus, activities, and evaluations; a pupil profile sheet; a bibliography; and additional materials related to teaching the listening and speaking skills. (JM)

ED 132 595

CS 203 117

Book, Virginia

Some Effects of Apprehension on Writing Performance.

Pub Date 76

Note—24p.; Paper presented at the Annual Meeting of the American Business Communication Association (San Diego, December 28-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, *Composition Skills (Literary), *Educational Research, *Failure Factors, Higher Education, *Language Styles, Performance Factors

The purpose of this study was to determine whether persons identified as having either a low or a high degree of apprehension toward writing encode information differently. Behavioral patterns similar to those exhibited by persons who are apprehensive about speech were investigated. Results of a study of 19 high-apprehensive and 21 low-apprehensive college students supported the prediction that written messages produced by high apprehensives and low apprehensives differ significantly in structure, language use, and amount of information conveyed. Patterns similar to those exhibited by persons who are apprehensive about oral communication emerged through content analysis. (Author/AA)

ED 132 596

CS 203 118

McKee, John DeWitt

How "Not" to Teach Writing.

Pub Date 76

Note—16p.; Report prepared at the New Mexico Institute of Mining and Technology.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), Educational Philosophy, *English Instruction, Higher

Education, Secondary Education, *Teaching Methods

A variety of foolproof ways to avoid teaching composition while appearing to teach it may be divided into two groups: methods which actually teach something else and methods which allow the teacher to appear to be teaching writing while keeping instruction of any kind to a minimum. Some of the subjects disguised as writing are communications, grammars, linguistics and history of the language, current events, the novel currently popular among students, self-expression, ethnic studies, and participation theater (happenings) and "cinema verite." Each subject has its own approach and all methods and approaches have been tried in the classroom. However, the most prestigious way to avoid the teaching of writing is to make a career out of attending professional meetings and reading papers. (JM)

ED 132 597 CS 203 119

Johnstone, John W.C. And Others

The News People: A Sociological Portrait of American Journalists and Their Work.

Pub Date 76

Note—250p.

Available from—University of Illinois Press, 54 East Gregory, Champaign, Illinois 61820 (\$9.95 cloth)

Document Not Available from EDRS.

Descriptors—*Employee Attitudes, Higher Education, Interviews, *Journalism, *News Media, *Occupational Information, *Occupational Surveys, *Social Science Research Identifiers—*Journalists

The sociological study described in this volume, based on extensive interviews with more than 1300 practicing journalists, is one of the first large-scale national inquiries dealing with an occupational group. Interview statistics are used to paint a portrait of the people who make their living as full-time disseminators of news: those who work for radio and television, wire services and syndicates, news magazines, daily and weekly newspapers, and some of the journalists in the alternative media. Information is included on social characteristics, education and training, career patterns, job functions, political affiliations, professional status, and the behavior of both print and broadcast journalists. Results indicate that, generally, newsmen tend to be young, male, and from middle-class or upper-middle-class social backgrounds. The rising consciousness of minority groups, the salary differences between men and women in the media, and the influence of "underground" publications on mainstream media are also discussed. Statistical information is presented in an appendix. (Author/KS)

ED 132 598 CS 203 120

Cooper, Martin

The Effect of Behavioral Objectives and Tolerance of Ambiguity on Achievement in English Skills.

Pub Date 76

Note—93p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,764, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Ambiguity, *Behavioral Objectives, Doctoral Theses, *Educational Research, *English Instruction, Inner City, Language Skills, Secondary Education, *Sentence Structure
Fifteen inner-city senior English classes in a New York City high school participated in this study of the effect of behavioral objectives on achievement in English sentence skills. Students were pretested with a measure of tolerance of ambiguity and a test consisting of correct sentences, sentence fragments, and run-on sentences. Teachers then began an eight-part unit on sentence structure. Eight classes received behavioral objectives at the beginning of the unit and at the beginning of each lesson; seven classes received no behavioral objectives. Items on the pretest were reordered for the posttest. Analysis of results indicated that the behavioral objectives had a positive effect on the learning of English sentence skills. There was no significant interaction between use of behavioral objectives and tolerance of ambiguity. (Author/AA)

ED 132 599

Doemelt, Martha Joan

A Study of the Selected Reactions of Language Arts Teachers Toward Suggestions for Individualizing Instruction.

Pub Date 76

Note—118p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,070, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Elementary Education, *Individualized Instruction, *Language Arts, Listening, *Planning, Principals, Professors, *School Administration, *Teacher Attitudes, *Teacher Educators

The purposes of this study were to determine whether recommendations of university professors for individualizing instructional strategies are more often judged acceptable by elementary teachers than are those of public school administrators, whether there is a relationship between the extent to which those recommendations are judged to be acceptable by elementary teachers and the amount of extra time it would require to implement the suggestion, and whether recommendations of university professors are more often judged by elementary teachers to require more time to implement than are those of public school administrators. Data from interviews with ten language arts professors and ten elementary principals were collected and put into a questionnaire which consisted of suggestions for the improvement of instructional strategies for the individualizing listening in the intermediate grades. The questionnaires were then given to 30 intermediate-grade teachers to determine if the teacher selected the suggestions of college professors or of principals as being of more value to them. Teachers were also asked to rank the strategies according to time required for implementation. No significant differences were found in teachers' preferences or in time required for the implementation of the suggestions of professors and administrators. (Author/LL)

ED 132 600 CS 203 122

Dreuss, Rose Mary Edwards

A Study of the Effects of Expressive Writing on Student Attitudes and Exposition.

Pub Date 76

Note—148p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,622, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—College Freshmen, *Composition (Literary), *Creative Writing, Diaries, Doctoral Theses, *Educational Research, *Expository Writing, Higher Education, *Student Attitudes
Two control classes and two experimental classes of first-semester college freshmen participated in this study, which examined the effect of expressive writing on attitudes toward writing in general. Both groups were taught the same content material and wrote the same number of papers. In addition, the experimental group did expressive writing in nongraded journals. The results of the study indicate that the attitudes of both groups improved overall, with the exception of attitudes toward English, which became slightly worse. The attitudes of the experimental students improved significantly with regard to writing; control students improved significantly with regard to self-concept and belief in expressive ability. Upon further analysis, it was found that the self-reliance portion of the measurement instruments made this difference in the control group's attitudes. In evaluations of writing, the trend was for the experimental group's papers to receive higher ratings than the control group's papers, with respect to both overall writing ability and specific writing attributes. Moreover, the experimental group's papers were found to have improved significantly with regard to concreteness in writing. (Author/KS)

ED 132 601 CS 203 123

FitzPatrick, Joseph Leo

The Effects of a Self-Evaluation Model on the Classroom Verbal Behavior of Eight Secondary English Teachers.

Pub Date 76

CS 203 121

Note—296p.; Ph.D. Dissertation, University of Delaware

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,228, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *English Instruction, *Lesson Observation Criteria, Secondary Education, *Self Evaluation, *Teacher Evaluation, *Teacher Supervision, Teaching Methods

The effectiveness of a system of supervision of classroom teaching, involving the videotaping of instruction and an objective evaluation instrument, was investigated using eight veteran English teachers. The system was designed to correct weaknesses in supervision, based on classroom observation, conferences, and reports on the observations and the conferences. The teachers were videotaped in their classrooms on two occasions, a year apart. Following the first videotape, all eight viewed their teaching, responded to an open-ended question, were presented the results of the objective instrument, and were taught the categories of the instrument. Participants practiced during the intervening year, in those areas which they considered needed improvement. After the second videotaping, the procedure was evaluated by examining the teachers' initial perceptions of their teaching and the extent and nature of changes brought about by the videotaping and use of the objective evaluation instrument. The procedures used were interpreted as an effective alternative to traditional methods of supervising English instruction. (Author/AA)

ED 132 602 CS 203 124

Gillis, Marion Frances

Developing Symbolic Abilities of Young Children in Play, Drawing, and Written Language.

Pub Date 76

Note—173p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,599, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Age Differences, Art Expression, *Child Development, *Cognitive Development, *Conservation (Concept), Doctoral Theses, *Educational Research, *Preschool Children, *Pretend Play, Primary Education, Reading Readiness

This study investigated the relationships between symbolic play, reading readiness, drawing, Piaget's principle of conservation, and age, in 41 preschool children. Subjects were participants in a pre-first-grade summer program; they had had kindergarten experience but no formal reading instruction, and they ranged in age from five years, six months to six years, eleven months. Data were collected through observation of play in a test situation, informal discussion, specific tasks, reading a text which included deliberate discrepancies, and drawing a picture. Statistical correlations were found between the Metropolitan Readiness Test and Sand, an individualized reading situation designed to assess concepts about print; between successful completion of Piagetian tasks and symbolic play level; and between age and symbolic play level. Generally, results lent support to Piaget's theory that play and cognition develop simultaneously. (Author/KS)

ED 132 603 CS 203 125

Critical Thinking and Reasoning: A Handbook for Teachers. A Project Search Development.

State Univ. of New York, Albany. Office of the Regents.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—148p.; The Humanities Series

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Abstract Reasoning, *Critical Thinking, Guidelines, Humanistic Education, Learning Activities, *Learning Processes, *Logical Thinking, *Productive Thinking, Secondary Education, *Teaching Techniques
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Together with other publications in this series, this handbook addresses the issue of humanizing education. Specifically, discussion focuses on the role of critical thinking and reasoning in the educational process. Part one outlines reasons,

requirements, and methods for teaching critical thinking and reasoning and connects critical thinking with philosophy and creative thinking. Part two, "Improvement of Teachers' Critical Skills," examines the following aspects of argumentation: deductions, assumptions, use of language, fallacies, implications and consequences, and use of evidence. Exercises illustrating these aspects are included. Part three, "Teaching Strategies," details activities and techniques for teaching critical thinking and reasoning; activities are divided according to the categories presented in part two. Appendixes present guidelines and a rationale for using discussion of values as a vehicle for teaching critical thinking, an analysis of critical discussions and the formation of commitments, and a discussion of possible influences on behavioral change. A checklist for exercises and a selected bibliography are included. (KS)

ED 132 604

CS 203 126

Gohdes, Clarence

Bibliographical Guide to the Study of the Literature of the U.S.A. Fourth Edition, Revised and Enlarged.

Pub Date 29 Oct 76

Note—173p.

Available from—Duke University Press, 6697 College Station, Durham, North Carolina 27708 (\$8.50 cloth)

Document Not Available from EDRS.

Descriptors—*American Literature, *Bibliographies, Literary Criticism, Literary History, Literature Appreciation, Research Methodology, *Research Tools, United States History

This book contains lists of books which will aid the student of the literature of the United States in acquiring information and in using research techniques. Books are listed under the following categories: aids to information; philosophy and general methodology; technical procedures; definitions of literary terms; preparation of manuscripts; Library of Congress catalogues; indexes to magazines; American studies; American history—general tools; American history—special studies; biography; magazines; newspapers; book trade; histories of ideas; philosophy and psychology; transcendentalism; religion; arts other than literature; general bibliographies; general histories; poetry; drama and theater; fiction; criticism; essay, humor, and minor types; studies of the seventeenth and eighteenth centuries; twentieth-century literature; special topics; regional literature; racial and other minorities; relations with other countries; English language in the U.S.; folklore; and comparative and general literature. Included are an index of subjects and a list of authors, editors, and compilers. (JM)

ED 132 605

CS 203 127

Anastasiou, Nicholas J. Hanes, Michael L.

Language Patterns of Poverty Children.

Pub Date 5 Aug 76

Note—159p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$11.75 cloth)

Document Not Available from EDRS.

Descriptors—*Child Language, Economically Disadvantaged, Elementary Education, Inner City, *Language Patterns, *Language Research, Low Achievement Factors, *Low Income Groups, *Minority Groups, Nonstandard Dialects

This book presents some language studies which have been conducted with children from lower socioeconomic and minority groups over the past four years (1972-1976). These and other studies indicate that children who live in poverty can succeed in school and that, when these children do not succeed, it is due more to a failure of the school to modify its practices than to the lacks or deficits of the children. Topics of chapters are understanding language development, stages of language acquisition, principles of language learning and cultural difference in language learning, measuring subcultural language differences, reconstructions, function words, and teaching children from lower socioeconomic groups. A bibliography and author and subject indexes conclude the book. (JM)

ED 132 606

CS 203 128

Milligan, David Fredrick

Flst Puppetry.

Pub Date 76

Note—125p.

Available from—A.S. Barnes and Co., Inc., Forgate Dr., Cranbury, New Jersey 08512 (\$6.95 cloth)

Document Not Available from EDRS.

Descriptors—*Creative Activities, *Dramatics, Elementary Education, *Guidelines, *Puppetry, Skits

This book suggests ways to incorporate flst puppets into children's theater activities. Chapters discuss logical places for puppets (including, among others, schools, clubs, community and civic centers, and hospitals), the flst puppet and how it is operated, selection and adaptation of plays for puppets, and making puppets, costumes, puppet booths, and scenery. Guidelines for the production of a puppet show are presented; ten plays, including "Jack and the Beanstalk," "Rip Van Winkle," and "Ali Baba and the Forty Thieves," are reproduced in their entirety. In addition, a bibliography is included of stories and plays that can be readily adapted for puppets. (KS)

ED 132 607

CS 203 129

Clapp, Ouida, Comp. And Others

Responses to Sexism; Classroom Practices in Teaching English, 1976-1977.

National Council of Teachers of English, Urbana, Ill.

Pub Date 76

Note—158p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Order No. 06862, \$4.50 member, \$4.95 non-member)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bibliographies, Composition Skills (Literary), Elementary Secondary Education, *English Instruction, *Language Arts, Learning Activities, Literature, Reading Skills, *Sex Discrimination, Sex Stereotypes, *Teaching Methods, Values

The articles in this issue of "Classroom Practices" were contributed by authors who believe that schools can and should play an important role in removing sexism from life in America. The book is divided into four thematic sections—developing awareness, seeking insights, units on sexism, and theory and resources—which present ideas and lessons adaptable for a variety of classrooms and instructional levels. While specific skill objectives are included for reading, writing, and language, the book is also intended to provide breadth through interdisciplinary study, to free students so that they can make viable choices, to stimulate new perceptions and thoughts, and to help bring students awareness of their values and attitudes. (JM)

ED 132 608

CS 203 131

McGreal, Shirley Springer

Teacher Questioning Behavior during Classroom Discussions of Short Stories.

Pub Date 76

Note—218p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,135, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Discussion (Teaching Technique), Doctoral Theses, *Educational Research, *English Instruction, Interaction Process Analysis, *Literature Appreciation, *Questioning Techniques, Secondary Education, *Teacher Behavior

Identifiers—Purves (Alan)

The questions asked by nine secondary school English teachers while teaching three short stories were recorded and analyzed using a modified version of the Purves and Rippere (1968) system. Response preferences were also gathered from each teacher and from each student, using special question-preference questionnaires. The major finding of the study was that the questions asked during classroom discussion of literature can be classified using the Purves-Rippere system. Each teacher exhibited a distinct questioning pattern that was influenced by both the literary selection and the grade level of the students. Most teachers, regardless of age level or story, asked more questions dealing with content than with form. Questions which were most frequently asked were usually rated important on the teacher question-preference measure. Students rated important those questions classified as interpretation of style and affective evaluation. (Author/AA)

ED 132 609

CS 203 132

Olson, Joan Blodgett Peterson

An Interpretive History of the "Horn Book Magazine," 1924-1973.

Pub Date 76

Note—299p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,052, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Book Reviews, *Childrens Books, *Childrens Literature, Doctoral Theses, Educational History, *Literary Criticism, *Literary History, Periodicals, *Reading Identifiers—*Horn Book Magazine

This study deals with the policies and practices of "The Horn Book Magazine" and explores the attitudes and convictions of editors and writers who determine the magazine's content. Moreover, it attempts to assess "The Horn Book" interpretation of the function of literature, in terms of its aesthetic, cultural, educational, and socializing views. The assumptions about literature apparent in "The Horn Book" have their roots in the personalities and convictions of Bertha Mahoney Miller, the founder and first editor of the magazine; Elinor Whitney Field; Alice M. Jordan; Anne Carroll Moore; and Louise Seaman Bechtel. Review evaluations of children's books, which are a significant part of "The Horn Book," appear to have been made primarily on literary and artistic standards, emphasizing the aesthetic pleasure to be found in books. The magazine, as a major source of literary criticism of children's books, closely follows trends and movements in the criticism of adult literature, although many "Horn Book" critics oppose sociological criticism. Also, though "The Horn Book" is not an education journal, its writers have participated in much of the debate surrounding American education. (Author/LL)

ED 132 610

CS 203 133

Rico, Gabriele Lusser

Metaphor and Knowing: Analysis, Synthesis, Rationale.

Pub Date 76

Note—321p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,066, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Cerebral Dominance, *Creative Thinking, Developmental Stages, Doctoral Theses, Elementary Secondary Education, *English Curriculum, Higher Education, Literature Reviews, *Metaphors, *Neurological Organization, Theories, *Thought Processes

Evidence is presented to indicate that human knowing involves both a propositional mode stressing discourse, sequence, and logic and an appositional mode characterized by metaphoric constructs, holistic relationships, and the capacity to process many variables simultaneously. Separate sections discuss our culture's heavy emphasis on propositional knowing and the consequent neglect of appositional knowing; emerging evidence for an appositional mode, from philosophy, neurophysiology, and neuropsychology; the role of metaphor in appositional thought; developmental stages in the role of appositional thought in aesthetic and creative activities; and the implications for English curriculum development from kindergarten through university levels. (Author/AA)

ED 132 611

CS 203 134

Romanoff, Marjorie Reinwald

The Initial Teaching Behaviors of Student Teachers in a CBTE Program in the Language Arts.

Pub Date 76

Note—248p.; Ed.D. Dissertation, The University of Toledo

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,931, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, English Instruction, Higher Education, *Language Arts, *Methods Courses, *Performance Based Teacher Education, *Program Evaluation, Reading Instruction, *Student Teaching

Identifiers—University of Toledo

Thirty-one student teachers participated in a study of the language arts and reading module of a competency-based program at the University of Toledo, to determine the extent to which objectives were implemented during the student teaching experience. Results from an observation schedule and questionnaires completed by student teachers and cooperating teachers indicated that only 16% of the subjects used lesson plans sufficiently detailed to meet criterion levels; that positive reinforcement was given by 100%; that 87% employed a motivating device in planning for instruction; that student teachers were below criterion level in knowledge of phonics, reading diagnosis, and planning instruction based on diagnosed needs; and that they were near mastery levels in identifying levels of questions for reading comprehension. The degree of importance that cooperating teachers and student teachers attached to the implementation of objectives proved to be a major contributing variable. (Author/AA)

ED 132 612 CS 203 135

Werdmann, Anne Margaret

Words and Feelings: Children's Vocabulary of Selected Emotions.

Pub Date 76

Note—195p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,706, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Child Language, Doctoral Theses, *Emotional Response, Intermediate Grades, *Language, *Language Research, *Semantics, Suburban Youth, Syntax, *Vocabulary

This study investigated semantic aspects of children's language as it is related to emotional expression. Children's ratings of vocabulary items categorized as expressing happy, sad, loving, angry, confident, and scared feelings were examined in three different ways: in isolation, in verbal contexts, and accompanying pictures of emotional situations. Two groups of 40 students, randomly selected from eight fourth- and sixth-grade classrooms in two suburban Indianapolis schools, rated the test words according to intensity of feeling. The results indicated that children do have significantly more intense reactions to some words than to others; their feelings about specific words are changed by the addition of vocabulary items; and their understanding of specific words is influenced by their cognition of certain emotional events accompanying them. Ratings of words in isolation differed significantly from the other two modes of presentation. Analysis of differences according to age, sex, and race indicated that fourth graders gave stronger ratings than did sixth graders; white children often responded with greater intensity than did black children; and, at the same grade level, girls gave higher ratings of emotionality than did boys. (Author/LL)

ED 132 613 CS 203 136

Woodruff, Sandra Kay

A Phenomenological Approach to the Analysis of Film Viewing.

Pub Date 76

Note—92p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,714, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Communication, *Behavioral Science Research, Doctoral Theses, *Films, Higher Education, *Memory, Response Mode, Stimulus Behavior, *Visual Literacy, *Visual Perception

Identifiers—*Film Viewing, Phenomenology
This investigation, based on the phenomenological philosophy of Alfred Schutz, was an attempt to determine how people view films by determining the meaning that the action has for them. Twenty college freshmen and sophomores and two seniors viewed the film "Tilt," a production of the National Film Board of Canada. All subjects were asked to tape record their reactions to the film while it was being shown. Half of the original group was asked the following questions immediately after viewing: What does the film mean to you? What visual and narrative elements do you remember? What were your expectations before and during viewing? A tape-recorded,

stimulated-recall session, in which subjects attempted to remember the specific image that was on the screen during the time of response, was then conducted. The other half of the group responded to questioning and participated in the recall session three weeks later. Interpretation of data indicated that viewers retain only a few salient images, and the creation of meaning is a process of "re-editing" these memorable images. The special problems of phenomenological research and of this study in particular are also examined. (Author/KS)

ED 132 614 CS 203 142

Oliver, Kenneth

A Sound Curriculum in English Grammar: Guidelines for Teachers and Parents. Occasional Paper No. 23.

Council for Basic Education, Washington, D.C.

Pub Date 76

Note—48p.

Available from—Council for Basic Education, 725 Fifteenth St. N.W., Washington, D.C. 20005 (\$1.00 paper)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum Design, Curriculum Development, Elementary Secondary Education, *English Curriculum, *Grammar, Guidelines, Nonstandard Dialects, Sentence Structure, *Standard Spoken Usage, Structural Grammar, *Teaching Methods, *Traditional Grammar

This paper is divided into the following five sections, each of which considers an aspect of teaching grammar: the importance of teaching English grammar, teaching the patterns of words and sentences, the functions of words, making sentences, and a curriculum proposal for teaching standard English in the elementary grades through high school. (LL)

ED 132 615 CS 203 144

Markoff, Annabelle Most

Teaching Low-Achieving Children Reading, Spelling and Handwriting: Developing Perceptual Skills with the Graphic Symbols of Language.

Pub Date 2 Aug 76

Note—277p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, Illinois 62717 (\$16.75 cloth)

Document Not Available from EDRS.

Descriptors—Decoding (Reading), Elementary Education, Graphemes, *Handwriting, Handwriting Skills, *Low Achievers, *Perceptual Development, Phoneme Grapheme Correspondence, *Reading, Reading Instruction, Reading Skills, *Spelling, *Teaching Methods

Two objectives of this book are to provide a rationale for using basic language forms (sounds, letters, and words) in the perceptual-skill training of low-achieving children and to present techniques for teaching reading, spelling, and handwriting to low-achieving children. The first chapter, on the reading/spelling inversion, explains the perceptual relationships between reading and spelling and discusses the perceptual demands of the two processes. Each of the other three chapters deals with developing the necessary perceptual skills and focuses on the following teaching areas: reading-decoding, vocabulary, comprehension, fluency, and motivation; spelling-word selection, word meaning, word structure, word perception, word production, learning management, remedial spelling in groups, sound spelling, the syllable sayer, syllabication, multiple-choice spelling, and diagnostic spelling tests; and handwriting-motor performance, evaluation, special problems, sample teaching techniques, and matching exercises. Name and subject indexes are included. (JM)

ED 132 616 CS 501 545

DeYoung, James L., Comp.

A Bibliographic Guide to All Plays Published in "Theatre Arts" Magazine from the Spring of 1948 to the Last Published Issue in January 1964.

Pub Date 64

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Authors, *Bibliographies, *Drama, Indexes (Locators), Periodicals

Identifiers—*Theatre Arts Magazine

More than 180 plays are listed, alphabetically by title, in this index. Additional information for

each play includes the playwright's name and the date of the issue of "Theater Arts" in which the play was published. (JM)

ED 132 617 CS 501 560

Avery, Robert K.

Inequities in Mass Communication Law: The FCC's Application of the Duopoly Rule to Public Broadcasting.

Spons Agency—Utah Univ., Salt Lake City.

Pub Date 76

Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (21st, Anaheim, California, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Broadcast Television, *Educational Television, *Laws, *Public Television, Standards, *Telecommunication

Identifiers—*Federal Communications Commission, *Ownership

A three-part petition was filed in December 1974 with the Federal Communications Commission (FCC) which presented the first serious threat to public broadcasters' exemption from the FCC's multiple-ownership rules. The petition requested a revision of the rules that permit multiple ownership of noncommercial educational stations within a single market and a "freeze" on all applications for reserved educational channels made by government-owned and controlled groups and by religious schools and institutes. This paper traces the evaluation of the FCC's multiple-ownership rules and the issues surrounding the application of these rules to public broadcasting. The paper concludes that, since the FCC decided to allow public broadcasters to continue to receive preferential treatment through the duopoly exemption, and if this exemption is vital to the future development of public telecommunications, it is time to explore the maximum use of existing second channels. (JM)

ED 132 618 CS 501 561

Reed, James W.

Toward a Communication-Based Model of Language Development.

Pub Date 76

Note—18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 20-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, *Communication (Thought Transfer), *Language Development, Language Skills, Learning Processes, *Linguistic Theory, *Models, *Nucleation (Language Learning), Psycholinguistics

This paper discusses the development of children's communicative abilities in relation to three models: the psycholinguistic model, which posits that grammatical competence is achieved through children's innate ability to abstract linguistic rules and apply them in creating sentences; the Bernstein hypothesis, which holds that not everyone acquires and maintains the same coding ability—social and other relationships influence communication; and the communication-based model, which considers the total environment of children to be input during language development. The paper concludes that, in exploring the functional development of children's communicative abilities, the communication-based model should be used to examine the stages through which children move to communicate both material needs and affective needs. (JM)

ED 132 619 CS 501 562

Sussman, Lyle Krivonos, Paul

Reducing the Distortion in Upward Distortion Data.

Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (47th, San Francisco, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Problems, Decision Making, Information Dissemination, *Information Utilization, *Organizational Communication, *Research

Identifiers—*Upward Distortion

Because information flow is considered essential to an organization and because decision makers are dependent upon accurate information, the distortion of messages as they move upward

in an organization has become a central concern of many organizational communication researchers. The purposes of this paper are to critically review the various approaches to operationalizing such "upward distortion," to emphasize those which are most misleading, and to suggest operational procedures which will provide more valid indices of upward distortion. The following four categories of operational definitions purporting to measure upward distortion are reviewed: disparity scores, questionnaire/interview data, actual encoding of messages, and selection/transmission of messages. (JM)

ED 132 620 CS 501 563

Hamilton, Cheryl R.

Teaching Intercultural Communication on the Community College Level.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Community Colleges, Course Content, Course Descriptions, *Course Organization, Curriculum Development, Educational Administration, Grading, Higher Education, *Intercultural Programs, Junior Colleges

Identifiers—*Intercultural Communication

Although intercultural-communication courses are increasing in universities in this country, very little interest in these courses is displayed on community college campuses. This paper presents and discusses procedures for community colleges to develop an effective course in intercultural communication. Consideration is given to the initial planning stage (where to start, an appropriate vehicle for offering the course, who should teach the course, and interdisciplinary approaches); course content (determining the type of course, general course content, interpersonal or historical approach, interracial or international approach, cognitive input or experiential activity, and method for determining grades); and administrative and student support. A bibliography is included. (JM)

ED 132 621 CS 501 564

Weitzel, Al R.

The Utility of the Concept of Agenda-Setting and Implications for Political Communication.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (46th, Seattle, Washington, November 23-26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Mass Media, *Media Research, Models, Newspapers, *Political Influences, Political Issues, Politics

Identifiers—*Agenda Setting

This paper reviews the Westley-MacLean communication model, suggests some important research questions generated by it, and discusses recent research in mass media. A brief review of recent research suggests that the concept of agenda setting may be usefully superimposed on the Westley-MacLean model to reveal partial answers to some of these important questions and to suggest some implications. Some consequents and some determinants of agenda setting have been revealed, while additional investigations are needed. The paper reports an instance which emphasizes both the implications of the agenda-setting concept and the fact that the low priority assigned by media to routine electoral matters will affect the salience of these matters for consumers of media reports. This instance also offers evidence that political news is currently emphasized less by the media than in previous years. (Author/JM)

ED 132 622 CS 501 565

Freedman, Martin N.

An Experimental Study of the Effects of Message Pitch and Evaluative Meaning on Listeners' Recall.

Pub Date Jun 76

Note—36p.; Paper presented at the Communication Association of the Pacific Convention (Kobe, Japan, June 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Students, Higher Education, *Language Research, *Listening, Listening Comprehension, *Oral Communication, *Re-

call (Psychological), Retention Studies, *Semantics

Identifiers—*Voice Pitch

In order to establish whether voice pitch and evaluative meaning play any significant role in affecting message learning (as demonstrated by listeners' recall) at the morphemic level of communication, 48 freshman students in a basic speech program participated in this study. Through individual headsets, students listened to tapes containing an introduction, the experimental material, the recall assignment, and the conclusion. Experimental material consisted of eighteen words, chosen to ensure equal semantic representation, recorded with various inflections. Results showed that neither pitch nor evaluative meaning plays a significant role in message recall at the morphemic level of language transmission and reception. A selected bibliography and six appendixes containing material related to the study are included. (JM)

ED 132 623 CS 501 566

Heath, Robert

Speech Communication in Career Education.

Pub Date 76

Note—13p.; Presentation made at the Annual Meeting of the Texas Speech Communication Association, Fall 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Communication (Thought Transfer), *Communication Skills, Curriculum Guides, Nonverbal Communication, Secondary Education, *Skill Development, Training, Verbal Communication

This curriculum guide outlines and discusses communication skills which are important in pursuing a career. The guide, suggested for high school classrooms where the students do not have role models at home upon which to base skill development, lists nine course objectives and briefly sketches instructional units for voice and diction, interviewing, role modeling, student presentations of career theory, hypothetical-business modeling, presentational communication, group problem solving, decoding training, communication and interpersonal communication theory and skills, nonverbal communication, assertiveness training, conflict resolution and negotiations, and career communication values. The guide also discusses the problems which call for decoding training and their remedies. (JM)

ED 132 624 CS 501 567

Baxter, Leslie A. Ward, Jean M.

Task Difficulty, Relational Interaction, and Performance Outputs in Ad Hoc Problem-Solving Groups.

Pub Date 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Communication Skills, *Decision Making, *Group Relations, Higher Education, Information Theory, *Interaction Process Analysis, *Interpersonal Relationship, *Problem Solving

Twelve groups of five to seven college students each were randomly formed and assigned one of two decision-making tasks as part of a study of the relational, or control, dimension of interpersonal communication. Group discussions were recorded and transcribed for analysis of act, interact, and double interact patterns. Results indicated significant variance of interaction patterns with the difficulty of the task, a nonsignificant relationship between interaction structure and performance outputs, a tendency for interaction structure to increase as the level of analysis moved from the act to the interact to the double interact, and, in contrast to existing data, smaller interaction structure values and more one-upmanship. (Author/AA)

ED 132 625 CS 501 568

Louden, Allan

Limited Speech-Communication Faculty in Two-Year Institutions—A National Survey.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Curriculum, *College Faculty, *Faculty Workload, Junior Colleges, National Surveys, Professional Associations, *Speech Curriculum

Identifiers—*Speech Communication

In order to obtain information about speech programs in two-year colleges with two or fewer full-time speech communication faculty, a questionnaire survey was conducted in October 1976. Usable responses were obtained from 84 two-year institutions, a 56% response. Data are presented indicating the numbers and proportions of full-time and part-time faculty, curriculum offerings, off-campus and noninstructional activities, professional memberships, needs of the speech program, effects of the small number of speech faculty, and assistance which could be provided by professional organizations. (AA)

ED 132 626 CS 501 569

Feinberg, Lilian O.

Communication/Placement Research Project: Communication Needs for Employment.

Iowa State Univ. Research Foundation, Inc., Ames.

Pub Date 75

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Business, *Communication Skills, *Employment Practices, Employment Projections, *Employment Qualifications, Higher Education, *Job Application, Occupational Information, *Office Occupations

This report, undertaken to secure data to facilitate employment of Iowa State University graduates, summarizes information gathered from visits to 30 businesses and corporations in Iowa and Illinois. Comments address the following aspects of application and employment: additional studies required, general and communication skills, style of application and resume, general employment policies, recruiting, hiring processes, training, promotions, and suggested supplementary information. Participating companies included Alcoa, Brunswick Corporation, Continental Bank, Standard Oil Company (Indiana), and State Farm Insurance. (KS)

ED 132 627 CS 501 570

Gaw, Beverly A.

Therapeutic Communication: A Developmental and Operational Definition.

Pub Date 76

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Helping Relationship, Higher Education, Human Relations, *Individual Counseling, *Interaction Process Analysis, *Interpersonal Relationship, *Psychotherapy

Identifiers—*Therapeutic Communication

This paper presents both a developmental and an operational definition of the process of therapeutic communication and analyzes the dynamics of the helping relationship in terms of therapeutic communication. Basically, therapeutic communication is defined operationally by the complementary communication behaviors which occur in each stage of the helping process. A summary of these behaviors, from the prehelping phase through three subsequent stages, details crucial helper and helpee skills such as empathy, genuineness, self-exploration, confrontation, risk, and so on, and places them in the context of the developmental process. (KS)

ED 132 628 CS 501 571

Tubbs, Stewart L.

The Transactive Nature of Therapeutic Communication.

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), Higher Education, Human Relations, *Individual Counseling, *Interaction Process Analysis, *Interpersonal Relationship, Personality Theories, Psychiatry, *Psychotherapy

Identifiers—*Therapeutic Communication, *Transactional Analysis

Therapeutic communication, or interaction which provokes personal insight or reorientation, can be best understood as a transactive, rather than linear, interrelationship between people or groups. Two practical responses to "pathological" communication patterns illustrate the validity of the transactional communication theory: the psychiatric response, in which the patient

manipulates the therapist through the strategic use of transactional processes, and the transactional-analysis response, in which interpersonal games are interrupted by the therapist's avoidance of complementary transactions. (KS)

ED 132 629 CS 501 572

Capps, Randall Brady, Robert
Curricular and Extra-Curricular Speech in Secondary Schools of the South.

Pub Date 76

Note—18p.; Research report prepared at Western Kentucky University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Cocurricular Activities, Course Descriptions, English Curriculum, School Surveys, Secondary Education, Southern States, *Speech Curriculum, Teacher Qualifications

A random sample of 1,109 secondary schools in the 13 southern states was chosen for this questionnaire survey. Each school received a principal's questionnaire and a speech teacher's questionnaire. A total of 889 usable questionnaires (40%) was returned. Results from the survey indicate the extent and nature of speech courses, teacher qualifications, activities offered in extracurricular speech programs, student participation in such programs, and attitudes of secondary school principals toward speech education. (Author/AA)

ED 132 630 CS 501 573

Pearshall, Thomas E., Ed.
Proceedings of the Conference of Representatives of Technical Communication Programs (Boston, April 9-11, 1975).

Pub Date Apr 75

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Articulation (Program), *Communication (Thought Transfer), *Communication Skills, Conference Reports, Higher Education, *Information Theory, Professional Associations, Speech, Student Recruitment, *Technical Writing

These proceedings are based on edited transcripts of a meeting of representatives from the Society for Technical Communication, the National Science Foundation, the Argonne Center for Educational Affairs, 15 universities, and two community colleges, 9-11 April 1975. In panels and conferences, the participants discussed fund raising, the relationship of the Society for Technical Communication to academic technical communication programs, communication theory, articulation between four-year and two-year programs, student recruitment, and the role of speech in technical communication programs. At the close of the meeting, the participants decided to form an association devoted to the nurture and support of technical communication programs. (Author/AA)

ED 132 631 CS 501 574

Schuelke, L. David
Career Development for Technical Communication Majors at the University of Minnesota, St. Paul.

Pub Date 76

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, College Faculty, *Communication (Thought Transfer), *Communication Skills, *Field Experience Programs, Graphic Arts, Higher Education, *Internship Programs, Oral Communication, Oral Expression, Program Descriptions, *School Community Cooperation, Writing

The Technical Communication Program which began in 1971 at the University of Minnesota in the Department of Rhetoric involves an applied approach to communication. Differentiating this undergraduate program from others in communication is the fact that its approach to communication skills training involves both writing and speaking, as well as graphics. Moreover, communication must be coupled with another applied field where the graduate may acquire basic skills for job entry into business, industry, or public service organizations. The application of competencies in communication is therefore seen within the context of scientific and technical fields. To accomplish this practical orientation, a cooperative education or internship program has

been developed. As a result of this program, the faculty has become more involved in ongoing communication programs outside the university, and, subsequently, the department's approach to communication teaching and research has become more vital, practical, and problem oriented, with an emphasis on "applied communication." (LL)

ED 132 632 CS 501 575

Bolton, Charles K. Boyer, Ronald K.
One-Way and Two-Way Communication in the Classroom. Teaching-Learning Monograph Series, Vol. 1, No. 1.

Cincinnati Univ., Ohio. Inst. for Research and Training in Higher Education.

Pub Date Sep 71

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Effective Teaching, Higher Education, *Information Theory, *Interaction, Interpersonal Relationship, *Student Teacher Relationship, *Teaching Styles

This paper explains the difference between one- and two-way communication between teachers and students and describes the effect on learning of these types of communication and of "psychological size," or the total psychological impact that one person has on another. The importance of integrating individual teacher style with these concepts is stressed. Since effective teaching involves skill and can therefore be learned, experimentation and review of teaching styles is also suggested. (Author/KS)

ED 132 633 CS 501 576

Gurry, Joanne
Values Clarification and Speech Communication.

Pub Date 76

Note—17p.; Reprint from the "Massachusetts Communication Journal," Fall 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication Skills, Educational Philosophy, *Effective Teaching, Higher Education, *Interpersonal Relationship, Speech, Speech Skills, Student Evaluation, *Values, Verbal Communication

Identifiers—*Speech Communication, *Values Clarification

In the speech communication classroom, values clarification activities can be used as motivational techniques and as methods for teaching interpersonal communication skills. Learning to use communication skills can be a values-clarifying process in itself and can occur in speech areas viewed as primarily cognitive: argumentation, persuasion, discussion, and so on. In addition, teachers must be able to apply effective interpersonal skills to their own teaching and to recognize that many of these skills will be for listening, responding, and questioning, as well as for informing. Finally, student evaluation can be approached using the principles of personal growth and can range from brief feedback to a complex set of criterion-referenced assignments or contracts. In short, values clarification can be considered a technique whose impact is already discernible in the texts and teaching of speech communication. (Author/KS)

ED 132 634 CS 501 577

Ranly, Donald P.
NCCB (National Citizens Committee for Broadcasting)—A Media Challenger.

Freedom of Information Foundation, Columbia, Mo.

Report No—FIC-362

Pub Date Nov 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Broadcast Industry, *Broadcast Television, *Citizen Participation, *Commercial Television, Mass Media, Programming (Broadcast), *Public Television, *Television

This report traces the development of the National Citizens Committee for Broadcasting (NCCB) in its attempts to make broadcasting better serve the public interest. The committee first became active in 1967, when President Johnson's proposals and recommendations for funding the Corporation for Public Broadcasting were meeting resistance in the Congress. The activities of NCCB under Chairman Thomas P. Hoving are described. In 1968 Hoving charged that the commercial television networks and the American Telephone and Telegraph Company were in col-

lusion to dominate technical facilities for the coast-to-coast relay of video "trivia." As a result of Hoving's attacks on commercial broadcasters, several members of the committee and of the board of trustees resigned. In 1970 Hoving resigned and, amidst much controversy, the NCCB began to reorganize. In 1974 Nicholas Johnson became chairman and chief executive officer of the organization. At this time, the NCCB began to publish a magazine entitled "access" in an attempt to encourage a sense of common purpose to those involved in the citizens media-reform movement. (LL)

ED 132 635 CS 501 578

Dance, F. R.
Broadcast Training Techniques. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—122p.

Available from—UNESCO Press, 7 Place de Fontenay, 75700 Paris, France (Write for Price)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Communications, Curriculum Development, Educational Environment, Educational Theories, Guidelines, Learning Processes, Post Secondary Education, *Teaching Methods, *Telecommunication, *Training Objectives, *Training Techniques

This volume provides theory and guidelines for training in the field of broadcasting, in an attempt to bridge the gap between knowledge of a subject area (whether it be production, technical matters, or creative writing) and the communication of that subject to others. Chapters address general aspects of training and instruction, the principles of learning, the instructor's qualities and role, course development, development of instruction, methods of instruction, the learning environment, and feedback. (KS)

ED 132 636 CS 501 579

Danielson, Gwenn
Development of Speech Mini Courses Using Guided Design.

Pub Date 76

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication (47th, San Francisco, November 21-24, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Communication (Thought Transfer), Community Colleges, Decision Making, Group Activities, Higher Education, *Problem Solving, *Short Courses, *Speech Curriculum, Teaching Methods

Identifiers—*Guided Design

Guided design, an educational strategy based on the conviction that students are educated better by working through an ascending order of well-designed problems than by passively accumulating knowledge, employs small groups of students attacking open-ended problems. This paper describes guided design—its operation and advantages in the classroom—and the development of guided design minicourses at Portland Community College. Additional material includes an example of problem solving in a small, task-oriented group. (JM)

ED 132 637 CS 501 580

Wrathner, Nancy
Describing Communicative Functions in a First Grade Classroom.

Pub Date 76

Note—22p.; Report prepared at University of Texas at Austin

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, *Communication (Thought Transfer), Grade 1, *Interaction, *Language Research, Peer Relationship, Primary Education, Student Behavior, Student Teacher Relationship, *Verbal Communication

The purpose of this study was to synthesize a category system for observation of communicative functions in children's speech and to test that category system by recording observations of interactions within a first-grade classroom. The observation system which was designed attempts to account for all factors of a communication situation and to outline detailed functions of verbal behavior. Five primary functional categories were developed and three levels of functional analysis were employed. The system was used to observe ten hours of naturally occurring communications in the classroom. From these observations, five

communication situations were selected and described in detail. The most important finding of the study was that this system of observation produced rich and relevant data with regard to communication interactions. Teacher/student interactions proved to be quite different from peer interactions. A functional system does not need to assume that an utterance serves only one function or works at only one system level. Furthermore, a functional system can account for culturally defined realizations of utterances. (Author/JM)

ED 132 638 CS 501 582

Jacobs, Steven Michael

Survey of the Status of Speech/Drama Education in the Secondary Schools of the State of Illinois: 1973-74.

Pub Date Aug 76

Note—54p.; Report prepared at Southern Illinois University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Curricular Activities, *Drama, Educational Facilities, *High School Curriculum, Secondary Education, *Speech Curriculum, State Surveys, Teacher Role

Identifiers—*Illinois

In order to determine the status of speech and drama education in Illinois secondary schools, a detailed questionnaire was mailed to each Illinois high school during the 1973-1974 school year. This study analyzes the responses to that questionnaire, which asked basic research questions concerning the extent of the speech/drama curriculum, the nature of co-curricular activities, the role of the teacher, and the facilities and equipment available for use in speech/drama education. Results showed a great variation in speech/drama education which, in many cases, seems dependent upon the geographic location of the school, the student enrollment, and the kind of school—public or private. This document discusses specific data for each category of the questionnaire and contains a table showing the breakdown of respondents and non-respondents, a bibliography, the questionnaire and accompanying letter, and a map of Illinois with regions indicated. (JM)

ED 132 639 CS 501 583

Heath, Robert L.

Risky and Conservative Shifts in Interpersonal Communication: An Overview and Bibliography.

Pub Date 76

Note—42p.; Paper presented at the Annual Meeting of the Texas Speech Communication Association (Austin, Texas, October 7-9, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Theories, Bibliographies, *Communication (Thought Transfer), *Decision Making, Group Behavior, *Group Discussion, Group Dynamics, *Interpersonal Relationship, *Shift Studies

Discussion and research show that when members of a problem-solving group engage in discussion and reach a consensus, the resultant group decision is either riskier or more cautious than the average of the individual judgments prior to the discussion. The purpose of this paper is to summarize and evaluate various theories concerning this group shift, whether conservative or risky. Aspects of shift considered are the reasons for studying group shift, the choice-shift phenomenon, personality constructs, and group impact. A bibliography lists more than 170 items related to interpersonal decision making. (JM)

ED 132 640 CS 501 584

Johnson, Arlee W.

Career Development for Speech Communication Majors.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, College Majors, *Communication (Thought Transfer), Higher Education, *Program Descriptions, *Speech Curriculum

Identifiers—Oklahoma State University, *Speech Communication

A change in the focus of the speech communication program at Oklahoma State University (OSU) resulted from recognition during the late 1960s that the only growth potential for the

speech communication field was in preparing students for work in nonacademic settings. This paper presents the current status of the program at OSU and discusses the nature of academic coursework for the undergraduate and the graduate (master's degree) major, the practical experience provided students to supplement the academic program, and the assistance provided to students in securing employment upon graduating from the program. Appendixes contain lists of program courses and behavioral objectives for the career-development course, a course outline in career development, selected resources in career planning, and material advertising the OSU speech communication program and its graduates. (JM)

ED 132 641 CS 501 587

Johnson, Arlee

Student Success, Student Characteristics, and Method of Instruction: A Summary of Research and New Findings.

Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Communication (Thought Transfer), *Educational Research, Effective Teaching, Higher Education, *Speech Instruction, Speech Skills, Student Characteristics, *Success Factors, *Teaching Methods

Identifiers—*Speech Communication

This paper summarizes research comparing the effectiveness of different methods of instruction, research findings relevant to an interaction between student characteristics and method of instruction in producing student success, and speech communication research relevant to predicting student success with a given method of instruction. Original research findings are presented which indicate that specific, but not general, speech communication competencies possessed at the beginning of a speech communication course are related to student success. (Author)

EA

ED 132 642 95 EA 008 687

Harries, Thomas E. And Others

The Application of General Systems Theory to Instructional Development: A Self-Instructional Program. Unit 3 Module 1.

National Special Media Institutes.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—142p.; Instructional Development Institute Available from—Technological Applications Project, 8660 Miramar Road, Suite M, San Diego, California 92126 (\$4.75, quantity discounts)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Elementary Secondary Education, Flow Charts, Guidelines, *Instructional Innovation, *Models, Post Secondary Education, *Program Development, Programed Instruction, *Programed Materials, Systems Analysis, *Systems Approach

Identifiers—*General Systems Theory

This manual presents a self-instructional program designed to acquaint educators with general systems theory as it applies to instructional development practices and the diffusion of instructional innovations. It is also intended to provide an intellectual and emotional frame of reference for individuals undertaking instructional development activities and to present a checklist of criteria and/or operations related to systematic instructional development. The manual was originally developed as part of the materials for participants at the Instructional Development Institute, but it was also designed for use by school personnel who did not attend the institute. The manual is organized in three sections that correspond to the three stages of the instructional development model—(1) identifying the problem, (2) analyzing the setting, and (3) organizing management. Short summary "guideposts" are interspersed throughout the program, and frequent references are made to the variety of supplemental and exemplary materials contained in the appendix. (JG)

ED 132 643 95 EA 008 808

Facilities for Mainstreaming the Handicapped.

Educational Facilities Digest 13.

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Contract—OEC-0-8-080353-3514

Note—9p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.50, quantity discounts, payment must accompany orders)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Architectural Barriers, Court Litigation, Elementary Secondary Education, *Facility Guidelines, Facility Planning, *Handicapped Students, *Literature Reviews, *Regular Class Placement, Student Needs

Recent court decisions have established the right of handicapped students to public education. Planning or improving school facilities to meet the needs of the handicapped in the least restrictive manner are topics covered in 13 entries in an annotated bibliography and six citations in a supplementary bibliography. All entries are from the ERIC system. (MLF)

ED 132 644 95 EA 008 873

School Volunteer Programs. The Best of ERIC, Number 24.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (Free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Educational Programs, Elementary Secondary Education, *Literature Reviews, *Program Descriptions, *Volunteers

Twelve annotated bibliographies of literature in the ERIC system describe the administration, organization, concerns, and practices of current school volunteer programs. (MLF)

ED 132 645 EA 008 919

Recommendations for Legislative Consideration on Public Education in Texas. Public School Organization. A Supplement. Submitted to the Governor and the Sixty-Fourth Legislature.

Texas Education Agency, Austin.

Pub Date Nov 74

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Finance, *Educational Legislation, *Educational Policy, Elementary Secondary Education, *Governance, Intermediate Administrative Units, School Districts, State Aid, State Boards of Education, *State Departments of Education, Statewide Planning

Identifiers—*Texas

This pamphlet is intended as a supplement to the booklet, "Recommendations for Legislative Consideration on Public Education," which was also published by the Texas Education Agency in November 1974. The pamphlet presents three additional recommendations for legislative attention. First, it recommends that any district that sends students to a neighboring district for part of their education be required to pay appropriate tuition. Second, it recommends that state financial support of county boards of trustees and elective and ex officio county superintendents be gradually phased out. Third, it recommends that an interim committee composed of legislators, state board members, school district officials, and citizens be established to develop a statewide plan for the governance of public education. (JG)

ED 132 646 EA 008 920

Recommendations for Legislative Consideration on Public Education in Texas. Public School Finance Plan. A Special Supplement. Submitted to the Governor and the Sixty-Fourth Legislature.

Texas Education Agency, Austin.

Pub Date Nov 74

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Finance, *Educational Legislation, Elementary Secondary Education, *Foundation Programs, *Property Taxes, School Taxes, *State Aid, *State Boards of Education, State Departments of Education, State School District Relationship
Identifiers—*Texas

This pamphlet is intended as a supplement to the booklet, "Recommendations for Legislative Consideration on Public Education in Texas," which was also published by the Texas Education Agency in November 1974. This pamphlet discusses a proposed state school finance plan developed by the State Board of Education and presents 12 specific recommendations for legislative action. Basically, these recommendations call for (1) expansion of the state Foundation School Program, (2) establishment of a statewide market value index for taxable property, (3) assignment of the local share of Foundation School Program costs in relation to each district's taxable capacity as determined from a market value index with provision for equalization of funds above the Program, (4) full state funding of the Foundation School Program and expansion of local enrichment opportunities if market value information is not obtained, and (5) phased implementation of improvements in public school finance in Texas. (Author/JG)

ED 132 647 EA 008 921

Principles and Standards for Accrediting Elementary and Secondary Schools: and List of Approved Courses—Grades 7-12. Revised.

Texas Education Agency, Austin.

Report No.—TEA-Bull-560

Pub Date Oct 74

Note—85p.; Not available in hard copy due to small print size of original

Available from—Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Courses, Educational Legislation, *Educational Policy, Elementary Secondary Education, *State Boards of Education, State Curriculum Guides, State Departments of Education, *State Legislation, *State Standards
Identifiers—*Texas

This booklet presents official school accreditation principles and standards for elementary and secondary schools and lists of approved courses for grades 7-12, as revised by the Texas State Board of Education in October 1974. The booklet is organized in four sections that present principles and standards for elementary and secondary schools, procedures for accreditation of elementary and secondary schools, lists of approved courses for grades 7-12, and selected legal provisions from the Texas Education Code. Most of the booklet is devoted to the revised accreditation principles and standards. A total of 11 general principles are presented, each followed by a number of more specific standards. (JG)

ED 132 648 EA 008 922

Guidelines for School Personnel: Certification, Allocations, and Records.

Texas Education Agency, Austin.

Report No.—TEA-Bull-753

Pub Date 75

Note—88p.

Available from—Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrator Guides, Educational Policy, Elementary Secondary Education, *Personnel Policy, Professional Personnel, *Records (Forms), *School Personnel, *State Departments of Education

Identifiers—*Texas

This booklet presents guidelines designed to aid Texas school administrators in dealing with the three major aspects of public school personnel accounting—certification, allocations, and records. The booklet was prepared by the Texas Education Agency after extensive involvement with school district personnel in order to provide comprehensive, easy-to-use guidelines and to ensure uniformity of procedures in the three personnel accounting areas. The booklet is organized in three separate sections dealing in turn with certification guidelines, allocations guidelines, and records guidelines. However, neither the certification nor allocations sections were completed when the booklet was printed; only the section

dealing with personnel records is included. Since the guidelines are based entirely on Texas educational legislation and requirements, they will be of limited value to educators from other states. (Author/JG)

ED 132 649 EA 008 926

Nord, Walter R.

Dreams of Humanization and the Realities of Power.

Pub Date 4 Sep 76

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conflict, Decision Making, *Humanization, Organizational Change, Organizational Theories, *Organizations (Groups), *Power Structure

While the humanization of organizations has long been a goal of organizational psychologists, it is not as easily achieved as its advocates have wished. In humanized organizations, members are treated justly, are engaged in meaningful work, encouraged to develop their potential, and are treated as ends rather than as means. That these ideals have rarely been achieved is in large part the result of the role that power plays, especially in private economic organizations. The author proposes four postulates that relate to power and its exercise within organizations and that indicate why humanization is a yet-to-be-realized goal. First, organizations are composed of coalitions competing with each other for resources and influence. Second, coalitions, particularly the dominant ones, seek to protect their interests and power by affecting environmental factors. Third, the unequal distribution of power itself has non-humanizing effects on both the powerful and the powerless. And finally, the exercise of power within organizations is one crucial aspect of the exercise of power within the larger social system. (Author/DS)

ED 132 650 EA 008 929

Vickery, D. J.

The Design of Industrial Arts Workshops for Secondary General Schools in the Asian Region. School Building Digest 13.

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date May 70

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Development, Design Needs, Efficiency, *Facility Guidelines, Facility Requirements, Flexible Facilities, Human Engineering, *Industrial Arts, Interior Space, Multipurpose Classrooms, *School Planning, *School Shops, Secondary Education, Space Utilization, Storage

Identifiers—*Asia

The curricula of industrial arts courses in the Asian Region are changing to a more general approach to arouse interest in, and simple understanding of, industry and industrial processes. Spaces for industrial arts should be less tightly tailored to the needs of specific subject fields than was the case in the past. In secondary general schools, the trend should be toward general purpose spaces for all industrial arts teaching and learning. Some multipurpose workshops are illustrated and described including work-flow patterns and space requirements. (Author/MLF)

ED 132 651 EA 008 930

Vickery, D. J.

Television and School Building Design in the Asian Region. School Building Digest 14.

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date [70]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Design Needs, *Educational Television, Elementary Secondary Education, *Facility Guidelines, Facility Requirements, Interior Space, Media Technology, *School Planning, Space Utilization, *Visual Environment

Identifiers—*Asia

Television plays an important part in the process of teaching and learning in a number of countries in the Asian Region. Although television can be used in any normal classroom, there are a few aspects of television viewing that, if considered at the design stage, will result in greater convenience. This digest sets out the main points that should be observed in the design of schools in which television will be used. Items discussed and illustrated include the geometry of viewing, considering classroom shapes, sizes, and window locations; illumination level; and acoustics. Also included is an outline of the space requirements for the installation of broadcasting studios in schools. (Author/MLF)

ED 132 652 EA 008 931

Khan, Khurshid A. Vickery, D. J.

The Design of Workshops for Asian Second Level Schools. Study 5.

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—78p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Development, Design Needs, *Facility Guidelines, Facility Requirements, Flexible Facilities, Human Engineering, *Industrial Arts, Interior Space, Multipurpose Classrooms, *School Planning, *School Shops, Secondary Education, Space Utilization, Storage, Utilities

Identifiers—*Asia

The utilization of workshop accommodations in the countries of the Asian Region are examined and the study concludes that, in most schools, a single multipurpose workshop is more economical than the separate workshops for separate crafts that are in common use at present. Design criteria are developed for multipurpose "industrial arts" workshops that include woodwork, metalwork, electrical work, motor mechanics, textiles, ceramics, and so forth, indicating the effect of course content on space provision. The problem is approached of how design, while not duplicating but reflecting the atmosphere of a good modern industrial plant, would provide for the exploration of industrial knowledge and methods. Chapters suggest ways in which the general purpose or multifield laboratory can accept a variety of arrangements for teaching and learning in relation to some of the curricula current in the Asian Region. Included are the layout of equipment, design of seating, thermal comfort, noise and visual environment, work areas (individual and group demonstration), storage, and toilet and lavatory facilities. (Author/MLF)

ED 132 653 EA 008 932

Soderberg, B. H.

The Design of Multi-Purpose Science Laboratories for Lower Second Level Schools in Asia. Study No. 11.

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—63p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Design Needs, Equipment Storage, Facility Case Studies, *Facility Guidelines, Facility Requirements, Flexible Facilities, *General Science, Human Engineering, Multipurpose Classrooms, *School Planning, *Science Laboratories, Secondary Education, Space Utilization

Identifiers—*Asia

The small size of many schools in the Asian Region would cause separate laboratories for chemistry and biology to be underutilized. In many larger schools the curricula include "general science," with contents from biology, physics, and chemistry. This paper describes multipurpose spaces for science activities sufficient for science teaching and learning in all three fields. The study deals with the analytical phase of the design problem, relates the initial analysis to the specific laboratory design problem, and applies it to two design situations. A multisience

laboratory design for Ceylon includes a storage unit, but no fixed services are needed or provided. The transport of equipment between the storage unit and the work stations is facilitated by the use of mobile service units that can be attached to the work tables in different positions. An integrated science laboratory design for Malaysia provides fixed services installed in fixed units, but with movable oak tables. (Author/MLF)

ED 132 654 EA 008 938

Alexander, Arthur J. Bass, Gail V.
Schools, Taxes, and Voter Behavior: An Analysis of School District Property Tax Elections.
Rand Corp., Santa Monica, Calif.
Spons Agency—Ford Foundation, New York, N.Y.

Report No.—R-1465-FF

Pub Date Apr 74

Grant—G-720-0161

Note—79p.; Some tables may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, Multiple Regression Analysis, *Property Taxes, *School Budget Elections, Tables (Data), *Tax Rates, *Voting Identifiers—*California

This research is based on more than 1,600 school district property tax elections in California from the mid-1950s to 1972. Population, housing, social, demographic, and economic information by school district was available. This large, comprehensive, and consistent data base permitted investigation of the choices of the electorate with respect to school taxes and formulation of a better understanding of the reality behind the notion of taxpayer revolt. School districts that pass and fail tax elections have very similar characteristics; only a few variables were significantly different. Most important, the proposed tax, the existing tax, and tax change were all smaller in the passing districts. Taxpayer revolt—that is, a shift in observed behavioral patterns against the paying of higher taxes—was investigated for the years 1966-72. During this period, no evidence turned up that was consistent with the notion of revolt; voter behavior did not shift over this period. However, after taking higher taxes into account, underlying behavioral patterns were shown to have shifted between the 1950s and 1960s. (Author/IRT)

ED 132 655 95 EA 008 939

Annual Report of the [U.S.] Commissioner of Education. Fiscal Year 1975.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-77-00003

Pub Date 76

Note—259p.; Some tables may not reproduce clearly due to small print; For a related document, see ED 117 810

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.15)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Advisory Committees, Annual Reports, Educationally Disadvantaged, *Educational Quality, Elementary Secondary Education, Enrollment Trends, *Equal Education, *Federal Aid, *Federal Legislation, *Federal Programs, Handicapped Students, Higher Education, School Integration, School Statistics Identifiers—OE, Office of Education

This report sets forth the Office of Education's activities for 1975. The first two chapters contain the mandated assessment of the condition of education in the nation and a brief statement of basic program objectives. The next four chapters describe programs administered by the Office of Education that (1) serve students with special needs; (2) provide teachers with information, training, and materials that will enable them to stimulate and inform their students; (3) support postsecondary and vocational education; and (4) respond to community needs. The remaining sections describe the Office of Education's management and nonprogram activities, as well as the advisory councils and committees, and present selected education statistics. Allocations to the states are listed under broad categories. The appendices itemize the allocations to states and list the functions, meeting dates, and membership of advisory councils and committees. Tables and figures supplement the text. (MLF)

ED 132 656 95 EA 008 940

Cohen, Elizabeth G. And Others

Organization and Instruction in Elementary Schools: First Results, 1973. Technical Report No. 50.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—NE-C-00-3-0062

Note—317p.; Appendix may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Administrative Organization, Administrator Attitudes, Elementary Education, *Instruction, Organizational Climate, School Districts, *School Organization, *School Surveys, Staff Utilization, *Student Attitudes, Tables (Data), *Teacher Attitudes Identifiers—California (San Francisco)

This publication is an interim report on a two-year longitudinal study of the relationship of school organization to classroom teaching. It examines patterns of instruction and staff utilization at the school and district levels, with special concentration on the linkages between those levels. The report describes the variety and complexity of organization and instruction found in San Francisco-area schools in 1973, based on data from a stratified random sample of elementary schools in six counties. Superintendents, principals, and teachers in 188 schools from 34 districts filled out questionnaires and were interviewed about organizational patterns at their respective levels. A number of classrooms were also observed, and third-grade students completed questionnaires. Separate chapters analyze the effects of organizational features on classroom complexity, the connection between classroom staffing patterns and instructional technology, the weak links among different organizational levels, the relationship between organizational patterns and teacher satisfaction, and the effect of the organization on children's satisfaction with school. (Author/JG)

ED 132 657 EA 008 941

Non-Formal Education. A.I.D. Bibliography Series: Education and Human Resources No. 2.

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date Feb 75

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, Delivery Systems, Developing Nations, Educational Objectives, Educational Resources, Elementary Secondary Education, Indexes (Locators), *Nonformal Education, Program Descriptions, Program Development, Publications

This annotated bibliography lists 195 publications related to the broad topic of nonformal education. Entries are organized in five sections that focus in turn on the definition and scope of nonformal education, functions of nonformal education, delivery systems for nonformal education, target areas for nonformal education, and bibliographies relevant to nonformal education. Within each section, entries are listed alphabetically by author's name. Three indexes are also included: an author, publisher, and organization index; a geographical index; and a subject index. Although reports and documents published by the Agency for International Development are important elements of the bibliography, other materials covering the work of international agencies and various other organizations and individuals are also included. Many of the publications listed have been entered in the ERIC system and are available through the ERIC Document Reproduction Service. (Author/JG)

ED 132 658 EA 008 943

Metzler, John H.

Collective Negotiations. What Every School Board Member Should Know Series.

New Jersey School Boards Association, Trenton.

Pub Date 75

Note—188p.

Available from—New Jersey School Boards Association, 383 West State Street, P.O. Box 909, Trenton, New Jersey 08605 (\$4.95, quantity discounts)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Arbitration, *Boards of Education, *Collective Bargaining, Contracts, Elementary Secondary Education, Government Employees, Grievance Procedures, *Labor Legislation, Negotiation Impasses, Strikes, *Teacher Associations

Identifiers—Mediation, *New Jersey

The intent of this volume is to inform boards of education about the collective negotiations process so that the board can proceed to improve board-staff relations as well as achieve its goals at the bargaining table. Although much of the information in this book applies to all public employee collective bargaining, the author chooses to focus on teachers' unions and their interaction with the negotiating team of the school board. Metzler describes the bargaining process, focusing on negotiating teams, bargaining techniques, communication during bargaining, and negotiability. The book also includes chapters on grievance procedures, mediation, strikes, arbitration, and fact-finding. A specific analysis of New Jersey labor legislation governing public employee bargaining is appended, along with the text of the New Jersey Employer-Employee Relations Act and relevant court cases. A glossary of collective bargaining terms is also included. (DS)

ED 132 659 95 EA 008 944

Catalog of Federal Education Assistance Programs—1976: An Indexed Guide to the Federal Government's Programs Offering Educational Benefits to the American People.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-76-01600

Pub Date 76

Note—718p.; Submitted to the Congress in accordance with Sec. 413 of Public Law 91-230

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01575-7, \$7.30)

EDRS Price MF-\$1.33 HC-\$38.17 Plus Postage.

Descriptors—Agencies, *Catalogs, Early Childhood Education, *Educational Programs, Elementary Secondary Education, Federal Legislation, *Federal Programs, Indexes (Locators), Post Secondary Education, *Program Descriptions

Identifiers—*Federal Education Assistance Programs

This catalog is composed of brief descriptions of, and extensive indexes to, federal programs that provide educational benefits to the American public. It includes programs administered by the U.S. Office of Education as well as those administered by other federal agencies. The federal education assistance programs are aimed at all educational levels (preschool through postsecondary). Each program description in this catalog tells the specific type of assistance provided, the purpose for which it is available, who can apply for it, and where to apply. The programs described deal with financial assistance, with the use of federal property, goods, and services, and with technical assistance, counseling, and professional training. The catalog incorporates various indexes, including a public law index, a U.S. Code index, and a beneficiary index listing who is eligible for assistance program support. (Author/DS)

ED 132 660 EA 008 945

DiSilvestro, Frank

The Application of the Planning, Programming, Budgeting System (P.P.B.S.) Concept to Counseling and Guidance Services. A Monograph/Workbook.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 74

Note—119p.; For related documents, see ED 108 356, ED 109 771, and EA 008 946-948

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bibliographies, Elementary Secondary Education, *Guidance Counseling, Guidance Objectives, *Guidance Programs, *Guidelines, Needs Assessment, *Program Development, Program Evaluation, *Program Planning, Records (Forms), State Legislation

Identifiers—Indiana, *Planning Programming Budgeting System, PPBS

This booklet is intended to facilitate the development of counseling and guidance programs under Indiana's legislative mandate on planning, programming, budgeting systems (PPBS). It does not attempt to dictate how PPBS should be set up in each school, but rather to

provide basic guidelines to aid the development of individual counseling and guidance programs. The booklet systematically takes counselors through the major PPBS steps, illustrating how each step can be applied to counseling and guidance services. The appendix presents sample assessment instruments for use by counselors, several examples of PPBS-based guidance objectives, and a bibliography of relevant publications. (Author/JG)

ED 132 661 EA 008 946

Costerison, Dennis, Comp.

Program Accounting in the United States.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 75

Note—52p.; For related documents, see ED 108 356, ED 109 771, and EA 008 945-948

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Legislation, Elementary Secondary Education, Management Systems, *National Surveys, *Program Budgeting, Program Evaluation, *Program Planning, *Resource Guides, *State Legislation
Identifiers—*Planning Programming Budgeting System, PPBS

This booklet summarizes data on the status of planning, programming, budgeting systems (PPBS) in the United States, based on a survey conducted by the Indiana State Department of Public Instruction in June 1975. Data are presented on a state-by-state basis for 45 states; the states of Hawaii, Iowa, Maryland, Michigan, and Tennessee did not respond to the survey. For each responding state, the booklet lists the name and address of the contact person who provided the survey data, any PPBS legislation currently in force, and PPBS-related publications submitted in response to the survey, and a brief summary of PPBS-related activities in the state. (JG)

ED 132 662 EA 008 947

Copeland, Jack Costerison, Dennis

Program Accounting for Indiana Schools.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date Jun 76

Note—43p.; Exhibits may not reproduce clearly due to marginal legibility of original document; For related documents, see ED 108 356, ED 109 771, and EA 008 945-948

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Administration, Elementary Secondary Education, *Management Systems, *Program Budgeting, Program Costs, *Program Descriptions, Records (Forms), *School Accounting

Identifiers—Indiana, *Planning Programming Budgeting System, PPBS, Western Wayne Schools IN

This booklet outlines the conversion of the Western Wayne (Indiana) Schools from a traditional school accounting and budgeting system to a program accounting and budgeting system. The Western Wayne Schools became the first district to adopt Indiana's new program accounting and budgeting system in 1975. The Indiana approach to program accounting is based on USOE Handbook II, Revised, but it also incorporates many aspects of the traditional line-item approach. The booklet lists the categories of accounting objects and functions prescribed by the Indiana State Board of Accounts, as well as the objects and functions used by the Western Wayne Schools. The ten-digit coding structure required for reporting to the state is briefly outlined, and extensive crosswalks of objects and functions for relating those used by Western Wayne to those in USOE Handbook II, Revised are also included. A number of exhibits present sample program budget worksheets and similar documents used by the Western Wayne Schools. (JG)

ED 132 663 EA 008 948

PPBS and Indiana Schools: A Manual for Implementing the Concepts of PPBS.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 76

Note—170p.; For related documents, see ED 108 356, ED 109 771, EA 008 945-947

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Annotated Bibliographies, Educational Administration, Elementary Secondary Education, Glossaries, *Guidelines, Management Systems, *Program Budgeting, *Program

Development, Program Evaluation, *Program Planning, Records (Forms), *School Accounting

Identifiers—Indiana, *Planning Programming Budgeting System, PPBS

This manual discusses the basic concepts of planning, programming, budgeting systems (PPBS) and outlines an approach for implementing PPBS that is consistent with the mandate of the 1971 Indiana General Assembly. The manual is intended to be the first step toward statewide implementation of PPBS in Indiana. The manual is organized in numerous short sections that focus in turn on the PPBS concept, needs assessment, goals, objectives, program structure, program evaluation, planning for PPBS, data collection and reporting, program accounting systems, classifying and reporting financial transactions, budgeting for PPBS, budget worksheets, program reports, reporting to the state, and the Indiana implementation plan for PPBS. The appendix includes a glossary of PPBS-related terms and a brief annotated bibliography of publications dealing with PPBS. (JG)

ED 132 664 EA 008 949

Levinson, Harry

The Resurgence of Power in Organizational Psychology.

Pub Date 4 Sep 76

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aggression, *Individual Power, *Leadership, *Leadership Qualities, Organizational Theories, Organizations (Groups), Psychology, *Research Methodology

The resurgence of books on power points out that the fundamental issue in leadership is power. The books also compel one to look at the management of aggression and its corollary, the management of dependency. Empirical, simplistic, circumscribed cross-sectional methods are not likely to lead to a comprehensive understanding of the leadership function. Nor are they likely to help understand and predict leadership behavior or offer a valid body of knowledge for the consultative guidance of persons in leadership roles. A series of longitudinal studies of leaders or top level executives is needed. We should have comprehensive personal data and clinical evaluation to begin with. We should delineate a range of environmental, organizational, interpersonal, and behavioral variables that can be sampled at defined intervals and in times of crisis. A consortium of psychologists working in different parts of the country, even the world, using the same design and instruments, could assemble systematic behavioral data from which we could then more adequately come to understand the interactional phenomena that govern the multiple expressions of aggression that constitute the fundamentals of the leadership role. (Author/IRT)

ED 132 665 EA 008 950

Jerde, Thomas H. Rosen, Benson

Factors Influencing the Career Commitment of Women.

Pub Date Sep 76

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Choice, Careers, Models, *Occupational Aspiration, Sex Discrimination, Surveys, *Vocational Development, *Working Women

This survey of 104 employed women disclosed that while half of the respondents indicated higher-level career aspirations, only 12 percent could trace their current higher-level career interest back to high school days or earlier. The respondents listed personal achievement as a major reason for pursuing a higher-level career. Higher income was another important factor determining aspiration. Family and life-style considerations were viewed as the major obstacles to career advancement. The authors present two models of career development—the idealized model and the sexist model—and suggest that the career development of the women in their sample generally fits the sexist model. (Author/DS)

ED 132 666

EA 008 951

Goddu, Roland

Use of Formal Management Systems to Assist Decision Making in School Settings.

New England Program in Teacher Education, Durham, N.H.

Pub Date Nov 76

Note—15p.; Not available in hard copy due to light print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Decision Making, Elementary Secondary Education, *Management Systems, *Organization, Organizations (Groups)

This document describes some basic characteristics of decision-making that any formal management system should support: (1) the structure of an organization, (2) the decision patterns of an organization, and (3) the keys to good decisions. (Author)

ED 132 667 EA 008 952

Virgin, A. E.

The Future: Some Thoughts from the Literature.

Pub Date [76]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Technology, Elementary Secondary Education, *Futures (of Society), Literature Reviews, Prediction, *Values

Identifiers—Delphi Technique, Ontario

This document reviews what the literature has to say about predicting the future of education, about the role of human values in affecting that future, and about the role of educational technology in the future. A review of current trends in Ontario is also presented. The literature reviewed suggests that teachers can control the future to a greater extent than they do now; that tools such as the Delphi Technique are available to help develop descriptions of alternative futures in terms of values, needs, and conditions; and that, to date, an extremely small portion of the educational dollar has been spent on long-term planning. (Author/IRT)

ED 132 668

EA 008 953

Virgin, A. E.

Educational Planning: Introduction, Definitions and Models, Benefits, Conclusions. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date Oct 76

Note—11p.; For the Task Force on Educational Planning

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Decision Making, Educational Administration, *Educational Planning, Elementary Secondary Education, *Literature Reviews, *Models, Organizational Theories

This paper examines the organizational planning process and its potential contribution as a method of facilitating a school system's ability to adapt to its changing environment. After reviewing the literature on educational planning and discussing several different planning models, the author concludes that the educational planning process could be a useful complement to the existing decision-making style of the North York (Ontario) Board of Education. (Author/JG)

ED 132 669

EA 008 954

Lorenzen, Gary L. Braskamp, Larry A.

Comparative Influences of Political, Cost/Benefit, and Statistical Evaluation Information on Administrative Decision Making.

Pub Date Sep 76

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrative Problems, Administrator Attitudes, *Cost Effectiveness, *Decision Making, *Evaluation Criteria, Political Issues, Program Evaluation, *Simulation, Statistical Data, Tables (Data)

The influence of three types of evaluation information was studied in simulated decision-making situations within a community mental health center setting. Administrators reviewed decision problems and were then presented political, cost/benefit, and statistical information one at a time. After each presentation, subjects rated the

importance they placed on the different types of information and then indicated their decisions regarding the problem. The results indicated that only cost/benefit data significantly influenced administrators' decisions. The effects of various types of information were not dependent on the type of decision situation. Length of time in administrative positions did not significantly correlate with the level of importance placed on political, cost/benefit, or statistical data. The findings indicated that if program evaluators are to have an impact on decision-making, they must provide better cost/benefit data and face up to a much tougher payoff-based evaluation strategy. (Author)

ED 132 670 EA 008 955
Locally Identified Promising Educational Practices 1974.

Michigan State Dept. of Education, Lansing.
Pub Date [74]

Note—66p.; For a related document, see EA 008 956; Photos may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Change Strategies, Educational Alternatives, *Educational Innovation, *Educational Programs, Elementary Secondary Education, *Experimental Programs, Preschool Education, *Program Descriptions

Identifiers—*Michigan

This booklet is the second in a series of annual publications that list and describe a wide array of promising and innovative educational practices in hopes of stimulating the development of alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. Included in the booklet are brief descriptions of approximately 175 promising practices nominated by Michigan teachers and administrators during the 1973-74 school year and selected by a statewide committee. However, no attempt was made to validate the effectiveness of the selected practices. The booklet is organized in separate sections related to the preschool, elementary, intermediate, and high school levels. Within each section, promising practices are listed alphabetically by school district; there is also a separate subject index. A sample of the official format for nominating promising practices for inclusion in future issues of the booklet is also included. (Author/JG)

ED 132 671 EA 008 956
Locally Identified Promising Educational Practices 1975.

Michigan State Dept. of Education, Lansing.
Pub Date [75]

Note—64p.; For a related document, see EA 008 955; Photos may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Change Strategies, Educational Administration, Educational Alternatives, *Educational Innovation, *Educational Programs, Elementary Secondary Education, *Experimental Programs, Inservice Teacher Education, Preschool Education, *Program Descriptions

Identifiers—*Michigan

This booklet is the third in a series of annual publications that list and describe a wide array of promising and innovative educational practices in hopes of stimulating the development of alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. Included in the booklet are brief descriptions of approximately 175 promising practices nominated by Michigan teachers and administrators during the 1974-75 school year and selected by a statewide committee. However, no attempt was made to validate the effectiveness of the selected practices. The booklet is organized in separate sections related to the preschool, elementary, middle school and secondary levels, as well as to teacher inservice training, adult education, and school administration. Within each section, promising practices are listed alphabetically by school district; there is also a separate subject index. A sample of the official format for nominating promising practices for inclusion in future issues of the booklet is also included. (Author/JG)

ED 132 672 EA 008 957
Pennings, Johannes M. Goodman, Paul S.
A Framework of Organizational Effectiveness.
Spons Agency—Office of Naval Research, Washington, D.C.
Pub Date Aug 76

Grant—ONR-N00014-75-C-0973

Note—26p.; Paper presented at the Annual Meeting of the American Sociological Association (71st, New York, New York, August 30-September 3, 1976) and the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Definitions, Literature Reviews, *Models, *Organizational Effectiveness, *Organizational Theories, *Organizations (Groups)

This paper examines the nature of complex organizations and describes a new conceptual framework for considering organizational effectiveness. Organizations are viewed as open systems with distinct but interdependent subsystems that must be more or less coordinated to ensure organizational survival and growth. Organizations are also seen as political areas consisting of internal and external constituencies that negotiate a complex set of constraints, goals, and referents, which are the major determinants of organizational effectiveness. The paper discusses the role of internal and external elements that affect organizational effectiveness and the role of constituencies in establishing constraints, goals, and referents. It also considers the relationship between effectiveness and efficiency, the time frame for evaluating effectiveness, and the possibility of reconciling different research traditions for studying organizational effectiveness. (Author/JG)

ED 132 673 EA 008 958
Zeigler, L. Harmon Tucker, Harvey J.

Who Governs American Education: One More Time.

Pub Date 76

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Board Administrator Relationship, Boards of Education, Citizen Participation, *Decision Making, Educational Administration, *Educational Policy, Elementary Secondary Education, Governance, Models, *Policy Formation, Politics, School Community Relationship, School Superintendents, Statistical Data

This six-step model examines the role of six potential participants in the educational policy formation process. The six steps are proposal development, executive recommendation (performed by the superintendent), legislative action (by the school board), supplementary change, implementation, and review. The six potential participants in this process are the school board, the superintendent, the central administrative staff, other professionals (teachers, principals), the public, and other governmental units. In practice, educational governance is not conducted according to either traditional democratic theory or according to a democratic model of administrative representation. Instead, the executive (the superintendent and his or her professional staff) carries the most weight in educational decision-making. In all six policy formation steps, administrators dominate the school board, which frequently looks to the superintendent for advice and information that it cannot assemble by itself. For example, the superintendent usually sets the agenda and defines the issues that the board will consider. Citizen participation in school district governance is, therefore, even further restricted, since direct input from the public is already minimal. This paper contains additional data collected to extend an earlier study of educational governance. (Author/DS)

ED 132 674 EA 008 959
Zeigler, L. Harmon

School Board Research: The Problems and the Prospects.

Pub Date [75]

Note—24p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 19-22, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Boards of Education, Citizen Participation, Decision Making, Educational Policy, *Educational Research, Educational Technology, Elementary Secondary Education, Governance, *Organizational Theories, Political Science, *Research Problems

Educational researchers examining school boards and school governance have committed some conceptual errors in the past. For example, to judge school boards according to traditional political concepts of responsiveness and representativeness is to ignore the insular nature of most boards of education, as well as to fail to take into account the at least partially successful attempts of the reformers to remove the schools from the influence of "politics." Systems theory has been applied to educational management with little substantive results, since systems theory offers no propositions that can be empirically tested. Although educational governance did not in the past receive the kind of attention it deserved from researchers, this area is a fruitful area of investigation, especially as the demands of technology increasingly strain the traditional notions of democratic governance in education. The author proposes directions for future research, concluding that the relation between decision-making styles and policy output in education is a legitimate, necessary area of investigation. (DS)

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ED 132 675 95 EA 008 960
Zeigler, L. Harmon And Others

Administrative Representation.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 19 Mar 76

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *Board Administrator Relationship, Boards of Education, Decision Making, Educational Research, Elementary Secondary Education, *Parent School Relationship, *School Superintendents, *Verbal Communication

The informal communication between constituents and educational policy makers is analyzed in three school districts classified in terms of their social-political characteristics and decision-making style. As part of a larger study, data were obtained by recording in weekly sessions all informal constituent communication with school board members, the superintendent, and (where possible or appropriate), the central office staff. The paper describes how the structure of decision-making influences and is influenced by the flow of communication. (Author/MLF)

ED 132 676 EA 008 961
Aaron, Henry J.

Who Pays the Property Tax? A New View. Studies of Government Finance Second Series.

Brookings Institution, Washington, D.C.

Pub Date 75

Note—110p.

Available from—The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$5.95)

Document Not Available from EDRS.

Descriptors—Administrative Problems, Assessed Valuation, *Educational Finance, *Finance Reform, Property Appraisal, *Property Taxes, *Statistical Analysis, *Tables (Data), Tax Effort

This book considers the most common criticisms of the property tax as a source of government revenue and argues that, contrary to popular belief, empirical studies show that the property tax is probably a largely progressive tax. The author also examines common defects in property tax administration and concludes that these problems are remediable and are not inherent in the property tax. The bulk of the analysis is presented in four chapters that focus in turn on a description of current practices in property tax legislation and administration, an analysis of the impact of property taxes and how their burdens are distributed, a discussion of current approaches to administering property taxes and the advisability of reforming these administrative practices, and a discussion of various state plans for reforming property taxes in order to provide tax relief to low income households and to improve the equity of school finance systems. (JG)

ED 132 677 EA 008 962
Kunder, Linda H.

Procedures for Textbook and Instructional Materials Selection. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date 76

Note—129p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington,

Virginia 22209 (\$10.00, payment must accompany orders)

Document Not Available from EDRS.

Descriptors—Committees, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Guidelines, *Media Selection, Minority Groups, Parent Participation, Prevention, Racial Discrimination, School District Autonomy, School Policy, *School Surveys, Sex Discrimination, Sex Stereotypes, Tables (Data), Teacher Participation, *Textbook Selection

Textbook and instructional materials selection procedures obtained from a survey of 414 selected school districts in 33 states and the District of Columbia are presented and analyzed in this report. Seventeen states were not included because the selection process in these states occurs at the state rather than at the local school system level. Administrators responsible for textbook and instructional materials selection were asked to describe their district's methods of selection, the composition of their selection committee, and any problems that their district has had with selection. Other portions of the report consist of a review of the literature, including a discussion of major concerns of persons and agencies responsible for the selection of textbooks and instructional materials, and examples of procedures being used by local school systems. (Author/MLF)

ED 132 678

EA 008 963

Porwell, Paul J.

Values Education. ERS Information Aid.

Educational Research Service, Arlington, Va.

Pub Date 76

Note—69p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$7.00; \$3.50 for ERS subscribers; payment must accompany orders of \$10.00 or less)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Cognitive Development, *Curriculum Development, Elementary Secondary Education, *Ethical Instruction, Humanistic Education, Moral Development, *Teaching Methods, *Values
Identifiers—Values Clarification

This publication is designed to summarize relevant information on the schools' role in the teaching of values. A brief background on the current status of values teaching is provided and two values education approaches that frequently have appeared in recent educational literature—values clarification and cognitive development—are described. Methods of initiating values programs are discussed and examples furnished of how schools are using different values programs in their curricula. The booklet also contains a working bibliography on values education, focusing on values clarification and cognitive development. (Author/MLF)

ED 132 679

EA 008 964

Historical Profile of Florida School Districts. 1948-1974. Research Report No. 114.

Florida State Dept. of Education, Tallahassee. Div. of Public Schools.

Pub Date May 75

Note—90p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Finance, *Educational History, Educational Research, Elementary Secondary Education, *School Demography, *School District Spending, *School Statistics, Tables (Data)

Identifiers—*Florida

This report provides an overview of selected data items covering the 67 school districts in Florida. The data presentation is divided into two parts. Statewide data are displayed in both tabular and graphic forms. Individual district data are arranged in tabular form and entered one district per page in alphabetical order. Examples of the data items included are per capita income; total revenue; percent of revenue by local, state, and federal sources; expenditures for administration, instruction, and capital outlay; total current expense; average salary; enrollment; number of full-time instructional personnel; and other similar data. (Author/MLF)

ED 132 680

Tinbergen, Jan

The Impact of Education on Income Distribution.

Pub Date 15 Nov 71

Note—17p.; For a related document see EA 008 966

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, Economic Research, *Income, *Labor Market, Labor Supply, Manpower Needs, *Mathematical Models, Multiple Regression Analysis, Occupational Information, Productivity, Theories
Identifiers—*Netherlands

The author's previously developed theory on income distribution, in which two of the explanatory variables are the average level and the distribution of education, is refined and tested on data selected and processed by the author and data from three studies by Americans. The material consists of data on subdivisions of three countries, the United States, Canada, and the Netherlands. The main difference between the author's theory and those of the others is the introduction of demand by the "organizers of production" for skill or qualification alongside with supply. One of the points of focus of this essay consists of attempts to give practical shape to the introduction of variables supposed to represent demand. The theoretical base is advanced in the first section, followed by a discussion of some characteristics of the testing material used. In the remaining sections of the essay some results obtained for the three countries mentioned are shown and compared with results obtained by others. (Author/MLF)

ED 132 681

Tinbergen, Jan

Income Distribution Over Educational Levels: A Simple Model.

Pub Date Sep 72

Note—14p.; For a related document see EA 008 965

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Economic Research, *Income, *Labor Market, Labor Supply, Manpower Needs, *Mathematical Models, Multiple Regression Analysis, Occupational Information, Productivity
Identifiers—*Netherlands

An econometric model is formulated that explains income per person in various compartments of the labor market defined by three main levels of education and by education required. The model enables an estimation of the effect of increased access to education on that distribution. The model is based on a production for the economy as a whole; a function from which the contribution to national product by persons in each of the five categories of manpower is considered. This production function constitutes the supply side of jobs. The demand side is derived from utility functions that contain one parameter indicating the quality of the individual, here represented by his level of education. In addition the utility function contains a variable indicating the type of job taken. A distinction is made between primary labor income and secondary income, that is, income after direct taxes. The model is based on a few more assumptions replacing lacking information. The model is tested with the aid of figures collected for the Netherlands around 1960-66. (Author/MLF)

ED 132 682

EA 008 967

Elford, George

Public and Private School Cooperation. Trends in Education Series.

University Council for Educational Administration, Columbus, Ohio.

Pub Date 76

Note—35p.

Available from—The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Catholic Schools, Cooperative Planning, Cooperative Programs, Dual Enrollment, Educational Alternatives, Educational Finance, Educational Legislation, Elementary Secondary Education, Enrollment Projections, *Futures (of Society), *Interinstitutional Cooperation, *Prediction, *Private Schools, *Public Schools, Special Education, Supreme Court Litigation

EA 008 965

The relationship between public and nonpublic or private schools at the elementary and secondary levels is analyzed and ten predictions advanced. The public sector will increase in scope and size and operate as the established educational system. The private sector will decrease in size, be more distinctive and less influenced by prevailing public school standards, and be less church related. Cooperation between the two systems will stem largely from specific legislation that calls for formal cooperation. Dual enrollment and other forms of sharing will not increase. Project cooperation will continue in areas related to social concerns and educational technology. The most dramatic increases in public-private cooperation in education will take place in the area of special education. Experimental approaches that attempt to offer alternatives, such as the voucher system, have little prospect of widespread success. Finally, despite busing and court ordered desegregation, the differentiation in public education based on social class will continue as an important factor in maintaining influential support for public education. (Author/MLF)

ED 132 683

EA 008 968

Summerfield, Harry L.

Before Conant, Beyond Jencks. Trends in Education Series.

University Council for Educational Administration, Columbus, Ohio.

Pub Date 76

Note—18p.

Available from—The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational History, *Educational Objectives, Educational Policy, Educational Problems, Educational Theories, Educational Trends, Elementary Secondary Education, Racial Integration, *Social Problems

The author reviews the history of education in America from the 1950s when plenty of money and public support for the schools was available, through the late 1970s when Americans no longer have complete faith in education as the means of solving social problems and when resources are increasingly scarce. Given the course of the last two decades, James Conant's optimistic predictions that the educational system could be all things to all people seems naive. Schools are the focal points—the places where national social concerns and policies are acted out. The result has been that while the school was used as a stage to play out great conflicts deriving from the culture, little attention has been given to educational issues. Educators have continued to operate much as they always have. The author does not expect the educational system to change much in the immediate future, and he anticipates that schools will continue to reflect cultural concerns. (DS)

ED 132 684

95

EA 008 969

Everitt, Skip Dyckman, Claire

A Citizen's Guide to the Future. A Handbook of Ways to Use the Results of the "Goals for Bellingham" Program and a Guide for Citizen Involvement in Long-Range Planning for Mid-Sized Communities. Working Draft.

Bellingham, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Office of Community Development, Olympia.

Pub Date 76

Note—139p.; Occasional pages may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Case Studies, Change Strategies, *Citizen Participation, Citizenship Responsibility, *Community Involvement, *Community Planning, Community Surveys, Environmental Influences, *Futures (of Society), Guidelines, Humanization, Land Use, Objectives, Prediction

Identifiers—*Washington (Bellingham)

A citizen-based, long-range goal-setting program for future growth and development is documented in this report. The program spanned over two years in time, involved over 1,100 local citizens, and produced goals and policy guidelines for both the short- and long-range future of the city. The components of the process consisted of staff and support services, an advisory group, a citizen task force, neighborhood goals workshops,

policy teams, a citywide survey, and a media feedback program. Each of these components is analyzed from the standpoints of purpose or objectives, selection of members or target group, activities, results, assumptions, and critical comments. The report contains a flow chart of the goals, a brief history of the program, and a program chronology. The appendixes contain a selected bibliography and policy team preliminary reports of their goals, concrete objectives, and specific guidelines to achieve the objectives. (Author/MLF)

ED 132 685 EA 008 971

Block Grants: A Roundtable Discussion. A Commission Report.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Report No.—A-51
Pub Date Oct 76

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Conference Reports, Conferences, *Federal Aid, *Federal Programs, Government Role, Grants, *Program Descriptions, *Social Science Research

Identifiers—*Block Grants, Comprehensive Employment and Training Act, Housing and Community Development Act 1974, Partnership for Health, Safe Streets Act, Social Security Act Title XX

This publication is the edited transcript of a four-hour roundtable discussion of the impact of federal block grants. Participating in the discussion were representatives of four organizations conducting major research on five federal block grant programs—the Advisory Commission on Intergovernmental Relations, the Brookings Institution, the National Academy of Sciences, and the Urban Institute. Each of the five block grant studies is described briefly, then representatives of the various research organizations discuss the impact and success of block grants, as well as the similarities and differences between block grants and other federal programs. The block grant programs discussed include "Partnership for Health," the "Safe Streets Act," the "Comprehensive Employment and Training Act," Title XX of the "Social Security Act," and the Community Development Block Grant portion of the "Housing and Community Development Act of 1974." (JG)

ED 132 686 EA 008 972

Sisson, Charles M. Steinbrecher, Edwin E. Consolidated Report on Elementary and Secondary Education.

Colorado State Dept. of Education, Denver.

Pub Date Feb 75

Note—379p.; For related documents, see EA 008 973-974; Not available in hard copy due to light print of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, *School District Spending, School Funds, *School Statistics, State Aid, Statistical Data, Student Enrollment, *Tables (Data), *Test Results

Identifiers—*Colorado

This report presents a variety of statistical and financial data on Colorado's public schools, as required by the Colorado Revised Statutes (1963), Chapter 123-1-13(1). This volume is the 1975 edition of the report, which presents data up through the 1973-74 school year. Section 1 consists of tables that present all information required by the law, including data on revenues and expenditures for each school district and some additional data for each school in the district, including 1973-74 group achievement test results. Section 2 contains selected fiscal information for each school district for the 1973 through 1975 budget years. (JG)

ED 132 687 EA 008 973

Sisson, Charles M. And Others Consolidated Report on Elementary and Secondary Education to the Governor and General Assembly, State of Colorado.

Colorado State Dept. of Education, Denver.

Pub Date Apr 73

Note—350p.; For related documents, see EA 008 972-974; Not available in hard copy due to light print of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, Federal Aid, Graphs, *School District Spending, School Funds, *School Statistics, State Aid, Statistical Data, Student Enrollment, *Tables (Data), *Test Results

Identifiers—*Colorado

This report presents a variety of statistical and financial data on Colorado's public schools, as required by the Colorado School Laws, Chapter 123-1-13(1). This volume is the 1973 edition of the report, which presents data up through the 1971-72 school year. Included in the report are (1) a series of graphs summarizing significant statewide data for the period 1962-63 through 1971-72, (2) individual one-page statistical profiles that present basic data for each school district in the state and compare these data with state and group averages, (3) additional selected information on each school district, (4) a summary of group achievement test results for each school in the state for the years 1969-70 through 1971-72, and (5) a table summarizing financial receipts and expenditures for each school district during 1971-72. (JG)

ED 132 688 EA 008 974

Sisson, Charles M. Steinbrecher, Edwin E. Consolidated Report on Elementary and Secondary Education.

Colorado State Dept. of Education, Denver.

Pub Date Feb 76

Note—398p.; For related documents, see EA 008 972-973; Not available in hard copy due to light print of original

Available from—Colorado Department of Education, State Office Building, 210 East Colfax Avenue, Denver, Colorado 80203 (\$5.00; no charge to Colorado Public Schools)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, *School District Spending, School Funds, *School Statistics, State Aid, Statistical Data, Student Enrollment, *Tables (Data), *Test Results

Identifiers—*Colorado

This report presents a variety of statistical and financial data on Colorado's public schools, as required by the Colorado Revised Statutes (1973), Chapter 22-2-112(1). This volume is the 1976 edition of the report, which presents data up through the 1974-75 school year. Section 1 consists of tables that present all information required by the law, including data on revenues and expenditures for each school district and some additional data for each school in the district, including 1974-75 group achievement test results. Section 2 contains selected fiscal information for each school district for the 1973 through 1976 budget years. (JG)

ED 132 689 EA 008 975

Hooper, Richard

An Evaluation of the Community Education Program of Metropolitan Public Schools of Nashville-Davidson County, 1975-76. Report.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date Aug 76

Note—92p.; Photos may not reproduce clearly; Report prepared by Department of Research and Evaluation, Metropolitan Public Schools, Nashville, Tenn

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, Community Education, Community Involvement, Community Organizations, *Community Schools, Educational Programs, Elementary Secondary Education, Participant Satisfaction, *Program Evaluation, *Questionnaires, *School Community Programs, School Community Relationship

Identifiers—*Nashville Davidson County Tennessee Schools

The results of the evaluation of the community education program of the Nashville-Davidson County (Tennessee) Metropolitan Public Schools are contained in this volume. Evaluation questionnaires were sent to participants in all seven Nashville-Davidson County community schools, as well as to school administrators and to community organizations using community school facilities. Although only 32 percent of the participants contacted responded to the questionnaire (most of these from one school), the evaluators conclude that this sample is representative of all community education participants. The percent-

ages of response from administrators and community agencies were higher. Generally, the respondents gave the community education program high ratings. Four-fifths of the surveyed program participants said they planned to take part in other community education activities. A majority of the administrators believe that the program has improved school-community relations. (DS)

ED 132 690 EA 008 977

McKean, Robert Hemenway, Myrle

Model Position Description for the Junior High School Department Head.

North Central Association of Colleges and Schools, Boulder, Colo.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Department Directors (School), Junior High Schools, Models, *Occupational Information

Identifiers—Colorado

This model position description is the result of a detailed analysis of the data supplied by principals of North Central Association junior high schools. Each district ought to study the model in relation to individual needs and choose elements that fit the particular school or even the particular department within the school. The model considers the definition, basic function qualification, duties and responsibilities, rights, released time, and remuneration of the department head. (Author/IRT)

ED 132 691 EA 008 978

Hanson, J. Robert

Potential Applications of Matrix Organization Theory for the New Jersey Department of Education. Position Paper.

Pub Date Nov 76

Note—37p.; Best available copy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, *Efficiency, Information Dissemination, Input Output Analysis, Management by Objectives, Management Information Systems, *Management Systems, Models, *Organizational Effectiveness, *Organizational Theories, Productivity, Scheduling, *State Departments of Education

Identifiers—*New Jersey

Matrix organization focuses on the shift from cost center or process input planning to product output or results planning. Matrix organization puts the personnel and the resources where they are needed to get the job done. This management efficiency is brought about by dividing all organizational activities into two areas: (1) input or maintenance services are dubbed "functions," that is, research, marketing, legal services, program development, evaluation, financial, and (2) output or product results that come directly from "program management," that is, the personnel and resources on the "line" that actually do the needed job for the client—the student. Functions tend to be "staff" responsibilities; project management or matrix modes tend to be "line" or production responsibilities. Matrix organizational theory focuses management's attention on productivity rather than on institutional maintenance. This paper proposes an analysis of how existing practices judged effective in the New Jersey Department of Education can be maintained or expanded, and how those management practices judged less than effective may be changed or discontinued. (Author/MLF)

ED 132 692 EA 008 979

Himmelfarb, Harold S.

The Long Range Effectiveness of Different Types of Jewish Education.

Pub Date Aug 75

Note—29p.; Paper presented at the Annual Meeting of the American Sociological Association (70th, San Francisco, California, August 24-29, 1975); Tables 1 and 2 may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Analysis of Covariance, *Attitudes, Elementary Secondary Education, Higher Education, *Jews, Judaism, *Religious Cultural Groups, *Religious Education, *Socialization, *Statistical Analysis, Surveys, Tables (Data)

This study assesses the effectiveness of different types of Jewish schools in producing adult religious involvement, using a sample of 1,009 individuals from the Chicago area and an analysis of covariance design. Based on his analysis, the

author concludes that the type of supplementary Jewish education received by over 80 percent of those Jews who have received any form of Jewish education has not had any lasting impact on their adult religious involvement. Statistical analysis showed that the relationship between Jewish schooling and adult religious involvement is not wholly linear. Schooling exhibits threshold, plateau, and ceiling effects; it begins to have an impact at 2,000 hours, reaches a plateau between 3,000 and 4,000 hours, and obtains a maximum effect at 10,000 hours when reinforced by other agents of religious socialization. (Author/JG)

ED 132 693 EA 008 980

Himmelfarb, Harold S.

The Interaction Effects of Parents, Spouse and Schooling: Comparing the Impact of Jewish and Catholic Schools.

Pub Date 3 Sep 76

Note—29p.; Expanded version of a paper presented at the Annual Meeting of the American Sociological Association (71st, New York, New York, August 30-September 3, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, *Catholics, Elementary Secondary Education, Higher Education, *Jews, Literature Reviews, *Parent Influence, Religious Cultural Groups, *Religious Education, *Socialization, *Statistical Analysis, Tables (Data)

This paper discusses the literature on the long-range impact of schooling and the types of effects that schools have shown. It compares data on the impact of Jewish schooling on adult religiosity with similar data from a study of Catholic schooling. Like previous studies on other types of schools, the main effect of Jewish schooling seems to be an accentuation of parental influences. This effect is diminished substantially if not supported by marriage to a religious spouse. However, on some types of religiosity, extensive Jewish schooling produces "conversion" effects, which persist even when preschool and postschool support are lacking. The implications of these findings are discussed. (Author)

ED 132 694 EA 008 981

Banta, Trudy W.

Description of School Plant Facilities in Tennessee—1973.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date 73

Note—503p.

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Elementary Secondary Education, *Facility Case Studies, Facility Guidelines, *Facility Inventory, Facility Requirements, Principals, School Size, *School Statistics, *School Surveys

Identifiers—*Tennessee

Eighty-one percent of Tennessee's public school principals responded to a survey of the physical conditions of their schools. Two sets of 12 criteria were developed, based on the responses, to distinguish adequate and substandard school plants. City systems had more adequate plants than county systems. Secondary and middle schools had more adequate plants than elementary schools. Categorized by size, organizational level, and type of system, medium-sized middle schools in city systems had the largest percentage of adequate plants. Using national enrollment standards, more than one-fourth of all Tennessee schools were too small to permit efficient operation, and one-third contained too many students. Recommendations included consolidation of some of the state's one-, two-, and three-teacher schools and subdivision of some of the largest schools. New construction to alleviate overcrowding and improved building maintenance were priority needs identified by principals. (Author/MLF)

ED 132 695 EA 008 982

Kemp, Edith S.

Survey of Philadelphia High School Dropouts, 1974-75.

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7648

Pub Date Jan 76

Note—28p.; Tables 9 through 11 may reproduce poorly due to print quality

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Dropout Characteristics, *Dropout Research, *Employment Level, Employment Statistics, Questionnaires, *School Surveys, Secondary Education, Tables (Data), *Urban Dropouts

Identifiers—Pennsylvania (Philadelphia)

This booklet contains a number of tables that summarize data on the employment and educational status of Philadelphia high school dropouts as of September 1975. Data for the survey were gathered through questionnaires completed by 1,306 individuals who dropped out of high school during the 1974-75 school year. Also included are several tables that compare data on 1974-75 dropouts with data from a similar survey conducted a year earlier. A sample of the survey questionnaire is included as well. Among its other findings, the survey revealed that 26 percent of the respondents were working, 20 percent were in school, 9 percent were in the Armed Forces, 42 percent were unemployed and looking for work, and 7 percent were unemployed and not looking for work. (JG)

ED 132 696 EA 008 983

Saalfeld, Bernard F., Comp.

A Handbook of Educational Indicators. A Staff Report.

Educational Coordinating Council, Salem, Ore.

Report No.—ECC-66-72

Pub Date Jan 73

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Career Education, *Comparative Statistics, *Educational Finance, Elementary Secondary Education, Enrollment, Fiscal Capacity, Minority Groups, Post Secondary Education, *School Statistics, State Aid, *Tables (Data), Tax Effort

Identifiers—Arizona, California, Colorado, Georgia, Iowa, Kansas, Minnesota, Missouri, Nebraska, Oklahoma, *Oregon, Utah, Virginia, Washington, Wisconsin

This report attempts to provide a useful statistical profile of Oregon's educational system as of 1970 by comparing a number of commonly accepted indicators across a population of comparable states. Many of the tables present data on educational expenditures and fiscal effort for education, but other tables provide statistics on such educational indicators as minority student enrollment, educational awards and degrees conferred, educational accomplishments, and enrollments in career education programs. For purposes of comparison, each table presents statistics for Oregon and 13 other states of similar population and per capita income, including Washington, Kansas, Minnesota, Colorado, Wisconsin, Iowa, Nebraska, Missouri, Virginia, Arizona, Georgia, Oklahoma, and Utah. Data have also been included for California, even though it is much richer and larger than the other states, because of Oregonians' unusual interest in the performance of California. (JG)

ED 132 697 EA 008 986

Gumbert, Jerry F. And Others

Legislative Mandates: Their Cost to Public Schools. Research Report No. 76-2.

Ohio School Boards Association, Columbus.

Pub Date Nov 76

Note—86p.

Available from—Ohio School Boards Association, 700 Brookside Boulevard, Westerville, Ohio 43081 (\$5.00, quantity discounts)

Document Not Available from EDRS.

Descriptors—Educational Finance, Elementary Secondary Education, Estimated Costs, *Federal Legislation, Operating Expenses, *Program Costs, *State Aid, *State Federal Aid, *State Legislation

Identifiers—*Ohio

The first portion of this report deals with the sources and amounts of operating income for the Ohio schools during the past five years. The second part examines the past three Ohio General Assemblies' (109th through 111th) educational mandates by basic areas. The legislation cited has varying levels of cost impact from the very major to the insignificant. In all instances an attempt was made to deal with actual additional expenditures rather than with opportunity costs or administrative inconvenience. The calculations are conservative. The report does not attempt to praise or criticize the legislature for its actions on the cited pieces of legislation. The report is solely an attempt to compile a roster of legislation hav-

ing some financial impact on local districts and to estimate the magnitude of that impact. Selected federal legislation is briefly considered.

(Author/IRT)

ED 132 698 EA 008 987

Study of Current Practices in Wisconsin High Schools.

Wisconsin Secondary School Administrators Association, Stevens Point.

Pub Date 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Organization, Administrator Role, Curricular Activities, Educational Policy, *Educational Practice, Personnel Policy, Principals, School Aides, School Organization, *Senior High Schools, *State Surveys, Teacher Administrator Relationship

Identifiers—*Wisconsin

The information contained in this report represents the major findings of a survey of some 229 areas of current practice in Wisconsin high schools. The survey instrument was completed by 69 percent of the members of the Wisconsin Secondary School Administrators Association who serve in senior high schools. Topics contained in the report include administrative organization and practices related to students, teachers, and aides; district practices; and school organizational structure. In addition to reporting the findings, the authors also include major conclusions and recommendations. (Author/MLF)

ED 132 699 EA 008 988

Ferguson, D. Hugh

The Role of the High School Principal in Curriculum Development and the Improvement of Instruction.

Pub Date 75

Note—22p.; Summary of Ed. D. Dissertation, Temple University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, Doctoral Theses, *Instructional Improvement, *Leadership, *Principals, *Role Perception, Secondary Education, Task Performance, Teacher Attitudes

Identifiers—Delaware

Data were gathered from 18 superintendents, 15 curriculum directors, 16 principals, 92 department heads, and 120 high school teachers in the state of Delaware regarding their perceptions of high school principals' leadership role in the areas of curriculum development and instructional improvement. (Author/MLF)

ED 132 700 95 EA 008 989

Johnson, Rudolph

Handbook of Participatory Planning in Education.

Palo Alto Unified School District, Calif.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Sep 76

Grant—NE-G-00-3-0178

Note—129p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Personnel, Adoption (Ideas), *Citizen Participation, Decision Making, *Educational Planning, Elementary Secondary Education, Group Dynamics, *Guidelines, Interpersonal Relationship, Parent Participation, Policy Formation, *Student Participation, *Teacher Participation

Identifiers—*Palo Alto Unified School District, *Project Redesign

This handbook is concerned with one specialized form of participation: participatory planning. It is based on several years of experience in participatory planning and is infused with the bias that sees a great deal of potential good in expanded participation in general and in participatory planning in particular. It is also recognized that participatory planning is difficult, time-consuming, and requires skills and methods that may not be present at the moment. The first part of the handbook spells out some arguments for forms of participatory planning. In the second section, the important background considerations relating to participatory planning are discussed. The third section is on organizing and managing a participatory planning process. This section includes a discussion of the relationship between participatory planning activities and the rest of the school system decision-making processes. (Author/IRT)

ED 132 701 80 EA 008 991
Handbook for Planning in Local School Systems.
 Third Edition.

North Carolina State Dept. of Public Instruction,
 Raleigh. Div. of School Planning.

Spons Agency—Bureau of Elementary and
 Secondary Education (DHEW/OE), Washing-
 ton, D.C.

Pub Date 76

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adoption (Ideas), *Educational
 Planning, Elementary Secondary Education,
 *School Systems

Identifiers—Elementary Secondary Education Act
 Title V, ESEA Title V, North Carolina

This handbook consists of an overview of
 planning along with identification of the logical
 steps or operations in the planning process. Each
 aspect of planning considered here—situation
 analysis, beliefs, mission, continuing objectives,
 assessment of continuing objectives, specific ob-
 jectives (instructional), priorities, strategies (in-
 structional), support services plans, budget,
 evaluation, and implementation—is defined and
 accompanied by an explanation. Characteristics
 peculiar to each step are described and alterna-
 tive strategies by which the step might be imple-
 mented are suggested. Strategies suggested here
 are based on experiences shared by local person-
 nel currently engaged in the planning process.
 (Author/IRT)

ED 132 702 EA 008 992
**Moral Reasoning: A School Administrator's Hand-
 book.**

Allegheny Intermediate Unit, Pittsburgh, Pa.

Pub Date [76]

Note—49p.; The Responsible Citizenship Project

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, *Class-
 room Materials, Developmental Stages, Ele-
 mentary Secondary Education, Individual
 Development, *Moral Values, Personal Values,
 Social Studies, Social Values

Identifiers—*Values Education

It is suggested that the schools cannot avoid
 questions of morality and values. This manual will
 help administrators reflect on these questions in
 the context of their own schools. The manual
 reviews several of the most popular forms of
 moral education—inculcation, values analysis, and
 values clarification; presents a rationale and
 process for a program of moral reasoning; sug-
 gests some ways to deal with the administrative
 requirements involved in implementing a moral
 reasoning approach to moral education; and
 notes some places to find more information and
 resources. The moral reasoning materials and
 processes described in this manual were created
 and tested as part of the Responsible Citizenship
 Project. Over the past two years the project has
 helped social studies teachers of 11 school dis-
 tricts in the suburban Pittsburgh area work with
 their students to deal with social and moral is-
 sues. (Author/IRT)

ED 132 703 EA 008 993

Banta, Trudy W., And Others

**Evaluation of the Knox County Extended School
 Year Program. Final Report.**

Knox County Schools, Knoxville, Tenn.

Pub Date Dec 76

Note—191p.; For related documents, see ED 106
 949 and ED 123 757; Some tables will be il-
 legible due to small print in original

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Academic Achievement, Adminis-
 trator Attitudes, *Curriculum Development,
 Elementary Secondary Education, Extended
 School Year, Parent Attitudes, *Program
 Costs, *Program Evaluation, Student Attitudes,
 Student Enrollment, *Student Motivation,
 Summer Schools, Teacher Attitudes, *Year
 Round Schools

Identifiers—*Quinnester Program, Tennessee
 (Knox County)

The Knox County extended school year (ESY)
 program emphasized K-12 curriculum improve-
 ment. During the trial of the ESY scheduling and
 curriculum changes, there was an increase in En-
 glish and social studies scores at the high school,
 an increase at all levels in the extent to which
 students perceived that individualization of in-
 struction was taking place, no change in average
 daily attendance (even during the summer quin-
 nester), a decline in the high school dropout

rate, an increase in the use of library references,
 and an improvement in an already favorable at-
 titude toward school at all levels. It was not pos-
 sible to isolate the effects of ESY in these areas
 from the effects of other factors. However, the
 data indicate that ESY was certainly not a nega-
 tive influence, and in some cases the effect ap-
 peared to be quite positive. Parents at all levels
 and many staff and administrators responded
 positively to the ESY changes. The planned
 three-year project was cut short after two years
 because school board members did not feel the
 extra expenditures associated with the summer
 quinquesters were justified for such a small pro-
 portion of the students (13 percent one summer,
 11 the next). (Author/IRT)

ED 132 704 EA 008 994

Mowday, Richard T.

**The Exercise of Influence in Educational Or-
 ganizations. Technical Report No. 4.**

Athens Center of Ekistics (Greece).

Spons Agency—Office of Naval Research,
 Washington, D.C. Organizational Effectiveness
 Research Program.

Report No.—NR-170-812

Pub Date Jun 76

Contract—ONR-N00014-76-C-0164

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Decision Making, Elementary Edu-
 cation, Motivation, Organizational Effective-
 ness, Organizations (Groups), *Political Power,
 *Power Structure, *Principals, *Role Perception,
 School Organization, *Self Concept, So-
 cial Science Research, Tables (Data)

This study examined selected aspects of the ex-
 ercise of influence in educational organizations.
 Power motivation, characteristics of the exercise
 of influence, and influence effectiveness were stud-
 ied. A sample of elementary school principals
 indicated their perceptions and behavioral inten-
 tions relevant to the exercise of upward influence
 in several common decision situations. The
 results of the study suggest that principals who
 were rated high in influence activity can be
 characterized by both high instrumental and in-
 trinsic power motivation, as well as high self-per-
 ceptions of power. Several situational factors sur-
 rounding the exercise of influence were found to
 be related to choices among alternative influence
 targets and the likelihood of using various
 methods of influence. The likelihood of using "ma-
 nipulation" as a method of influence was found
 to most consistently differentiate between
 principals rated high and low in influence effec-
 tiveness, with high effectiveness principals in-
 dicating they were more likely to use this
 method. (Author)

ED 132 705 EA 008 995

**The Impact of Fluctuating School Enrollments on
 Minnesota's Educational System. A Final Report
 to the Minnesota State Legislature. Volume I.**

Minnesota Advisory Council on Fluctuating
 School Enrollments, St. Paul.

Pub Date Jan 77

Note—84p.; For a related document, see EA 008
 996

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Declining Enrollment, *Educational
 Finance, Elementary Secondary Education,
 *Enrollment, Enrollment Trends, Guidelines,
 *Instructional Staff, *School Districts, State
 Aid, State School District Relationship

Identifiers—*Minnesota

This volume contains the recommendations
 made to the Minnesota legislature by the Ad-
 visory Council on Fluctuating School Enrollments.
 Volume II serves as an appendix to this first
 volume and contains the data and information on
 which these recommendations were based.
 Volume I's recommendations center around the
 effects of fluctuating enrollments on professional
 educational staff, school district organization, and
 fiscal considerations and educational finance. The
 advisory council lists critical areas for legislative
 action, including revision of the state aid formula.
 It also recommends steps to be taken by the state
 board of education, local school districts, and the
 state teachers retirement boards. (DS)

ED 132 706 EA 008 996

**The Impact of Fluctuating School Enrollments on
 Minnesota's Educational System: A Final Re-
 port to the Minnesota State Legislature. Volume
 II.**

Minnesota Advisory Council on Fluctuating
 School Enrollments, St. Paul.

Pub Date Jan 77

Note—718p.; For a related document, See EA
 008 995; Some tables may not reproduce
 clearly due to small print

EDRS Price MF-\$1.33 HC-\$38.17 Plus Postage.

Descriptors—Class Size, Declining Enrollment,
 Educational Finance, Elementary Secondary
 Education, *Enrollment, Enrollment Trends,
 Instructional Staff, Interdistrict Policies, School
 Buildings, *School Districts, *Statistical Data,
 Student Transportation

Identifiers—*Minnesota

This document contains the working papers,
 special studies, and data analyses conducted for
 the Minnesota Advisory Council on Fluctuating
 Enrollments. The information in this volume
 formed the basis for the advisory council's
 recommendations (contained in Volume I) to the
 Minnesota legislature, state department of educa-
 tion, teachers retirement board, and local school
 districts. Volume II, which serves as an appendix
 to Volume I, includes materials and data on the
 effects of fluctuating enrollment on educational
 staff, revenue and educational finance, student
 transportation, and school buildings. One section
 contains information on interdistrict policy and
 cooperation. Statistical data and tables are in-
 cluded. (DS)

ED 132 707 EA 008 997

**Energy Conservation Guidelines for Pennsylvania
 Schools.**

Pennsylvania State Dept. of Education, Har-
 risburg.

Pub Date 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Energy Conservation, Engineering
 Technology, Guidelines, Heating, Heat
 Recovery, *School Design, *School Improve-
 ment, *School Maintenance

Identifiers—*Pennsylvania

Energy conservation measures that can be ef-
 fected in the architecture and engineering of new
 and existing school buildings are listed.
 Guidelines are also offered for general school
 operation and maintenance. (MLF)

ED 132 708 EA 008 999

Terborg, James R.

**Integration of Women into Management Positions:
 A Research Review.**

Pub Date Sep 76

Note—31p.; Paper presented at the Annual Meet-
 ing of the American Psychological Association
 (84th, Washington, D.C., September 3-7,
 1976).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Choice, *Employment Op-
 portunities, Employment Practices, *Females,
 *Literature Reviews, *Management, Manageri-
 al Occupations, Role Conflict, Sex Role, Sex
 Stereotypes, Socialization, Social Science
 Research

This paper reviews the literature on the
 psychological and social processes involved in the
 integration of women into management positions.
 The author concentrates on two areas. First is the
 entry of women into management (including
 women's career choices, choice of organization,
 and the effects of these choices on the organiza-
 tion. These effects include the impact on recruit-
 ment procedures and male job applicants). The
 second area concerns the socialization and
 development of women managers once they have
 gained entry. The research in this area deals with
 the personal needs, values, and skills of women
 managers, as well as with the physical-technologi-
 cal environment and the social-interpersonal en-
 vironment that women managers must face. The
 author suggests that researchers should conduct
 more longitudinal field research and should in-
 vestigate the effects of women in management on
 the society as a whole. (Author/DS)

ED 132 709 EA 009 000

Morrow, G. W. Johnson, N. B.

**Development of a School Bus Fuel System Integri-
 ty Compliance Procedure. Final Report.**

Ultrastystems, Inc., Phoenix, Ariz. Dynamic
 Science Div.

Spons Agency—National Highway Traffic Safety
 Administration (DOT), Washington, D. C.

Report No.—R-DOT-HS-801-529

Pub Date Apr 75

Contract—DOT-HS-4-00872

Note—66p.; Photos and graphs may reproduce poorly

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-241 639/AGA, Photocopy \$4.50, Microfiche \$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Accident Prevention, Fire Protection, *Fuels, Measurement Instruments, *Performance Criteria, Performance Specifications, Safety, *School Buses, *Simulation, *Systems Analysis, *Traffic Accidents

This report presents a program that derived a compliance test procedure for school buses with a gross vehicle weight of 10,000 pounds or greater. The objective of this program was to evaluate Fuel System Integrity (FMVSS 301) in relation to school buses, conduct a limited state-of-the-art survey and run full-scale dynamic tests to produce an effective procedure that will improve the crashworthiness of school bus fuel systems. (NTIS)

ED 132 710 EA 009 001

Discipline in the Philadelphia Public Schools: A Working Document.

Philadelphia School District, Pa.

Pub Date 76

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Discipline, *Discipline Policy, Discipline Problems, Elementary Secondary Education, *Guidelines, Instructional Staff, Parent School Relationship, *Principals, Student Responsibility, Student Rights, Student School Relationship, Suspension

Identifiers—*Philadelphia Pennsylvania School District

The purpose of the policies proposed in this guide is to improve discipline in the classrooms of the Philadelphia Public Schools. The guidelines emphasize the importance of parent and student cooperation in maintaining a livable environment in the schools. Student and parent rights and responsibilities are listed. The roles played by the principal and the professional staff (specifically, the teachers) in the discipline process are outlined. Suggested courses of action for principals and staff members to take when confronted with disruptive situations are described, along with the legal constraints and obligations faced by the school staff. The volume also deals with corporal punishment (and advises that its use is very hazardous and dubious), suspension and alternatives to suspension, and emergency situation procedures. (Author/DS)

ED 132 711 EA 009 002

Bowser, Robert A.

Developing School Policies. The Pennsylvania Executive Academy Monograph Series No. 2.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Nov 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Board of Education Policy, Elementary Secondary Education, *Policy Formation, School Superintendents

The information in this document deals with the steps encountered when a school district identifies problems and attempts to change a policy or policies to solve the problem. It deals with the need for a written policy, the involvement of all concerned, implementation of the policy, updating and recodifying existing policies, and dissemination of information. It offers suggestions in the areas of policy adoption, policy reviews, practical payoffs, and planning for the unexpected. (Author/IRT)

ED 132 712 EA 009 005

Stevens, Richard

Communicating with the Public: A Two-Way Communications Model.

Pub Date Oct 76

Note—206p.; Maxi II Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Community Attitudes, *Continuation High Schools, Models, Parent Attitudes, *Program Descriptions, Program Evaluation, *Public Relations, Questionnaires, *School Community Relationship, School Surveys, Senior High Schools, Student Opinion

Identifiers—*Walnut Valley Unified School District CA

The purpose of this practicum was to develop, implement, and evaluate a two-way communication program for Del Paso High School. The overall goal was to create an ever-increasing circle of people well informed about the school—an ambience, an environment of knowledge and understanding. Relying on the experience and examples of other administrators functioning in a similar situation—a continuation high school—a program of internal and external communication was developed, implemented, and evaluated. Dissemination of the model and concepts involved has occurred through a mimeographed book distributed to all continuation high school administrators in the state of California. (Author/IRT)

ED 132 713 EA 009 008

Burges, Bill

Facts for a Change: Citizen Action Research for Better Schools.

Institute for Responsive Education, Boston, Mass.

Spons Agency—Hazen Foundation, New Haven, Conn.

Pub Date 76

Note—199p.

Available from—Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$5.00, orders for \$10.00 or less must be accompanied by payment or requisition)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Action Programs (Community), *Action Research, Community Action, Community Organizations, Data Collection, Data Sheets, Elementary Secondary Education, Guidelines, Information Dissemination, Organization, Questionnaires, *Research Methodology

In an action research project, local citizens and community groups (often in collaboration with school professionals) investigate community-defined issues. Action research is geared to help people think clearly about an issue and find the resources they need to face it. In such a project, citizens develop skills in organizing, finding resources, gathering data, and analyzing the facts. They learn to evaluate data objectively, propose solutions, and act collectively to bring about change. Action research narrows the gap between social research and social change. This handbook details the process for getting the facts, organizing support, and following through. Chapter 1 explains how groups can organize for action research on an issue that concerns them. Chapter 2 describes fact-finding methods for action research, from stating the issue as a researchable problem to analyzing the facts. Chapter 3 suggests strategies for followup, from developing proposals to dealing with opposition. Action research aids and a resource directory complete the text. (Author/IRT)

ED 132 714 EA 009 009

Burges, Bill

You Can Look It Up: Finding Educational Documents.

Institute for Responsive Education, Boston, Mass.

Spons Agency—Hazen Foundation, New Haven, Conn.

Pub Date 76

Note—26p.

Available from—Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$2.00, orders for \$10.00 or less must be accompanied by payment or requisition)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Action Research, Elementary Secondary Education, *Research Methodology, Research Reviews (Publications), *Research Tools, *Resource Guides

This publication is intended to help people find the documents most suited to solving their researchable problems. It begins by discussing how to approach research and then outlines such sources of documentary evidence as current books, indexes, periodicals, bibliographies, and the ERIC system. (Author/IRT)

ED 132 715 EA 009 010

Ferreira, Joseph Burges, Bill

Collecting Evidence: A Layman's Guide to Participant Observation.

Institute for Responsive Education, Boston, Mass.

Spons Agency—Hazen Foundation, New Haven, Conn.

Pub Date 76

Note—28p.

Available from—Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$2.00, orders for \$10.00 or less must be accompanied by payment or requisition)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Action Programs (Community), *Action Research, *Citizen Participation, Community Action, *Data Collection, Elementary Secondary Education

Participant/observation is useful as a tool for gathering evidence about processes, circumstances, or other observable conditions. A participant/observer is an investigator gathering evidence. Observations are carefully recorded, prejudice is scorned, and judgments flow from the evidence. In approaching a situation to be investigated, the participant/observer should get a flavor of the system of which the situation is a part, identify those problems or parts of the system that influence the situation under investigation, and select the problems or parts that seem most important and might provide vital evidence. Once the situation is chosen, five types of data are often important: descriptive data about settings, accurate descriptions of actions and behaviors, word-for-word statements, traces and wear spots, and documents. The participant/observer is also interested in reliable witnesses and informants. Self-training exercises and sample observations are included. (Author/IRT)

ED 132 716 EA 009 015

Mazria, Edward Winitsky, David

Solar Guide and Calculator.

Oregon Univ., Eugene. School of Architecture and Allied Arts.

Pub Date Jun 76

Note—27p.; Parts of text may be marginally legible due to small type; This guide was developed by Center for Environmental Research

Available from—Center for Environmental Research, University of Oregon, Eugene, Oregon 97403 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Climatic Factors, *Environmental Influences, *Solar Radiation

This guide provides users with a basic understanding of where and how the sun works in relation to a building and site and provides a simplified method of calculating sun angles and the available heat energy from the sun on vertical and horizontal surfaces. (Author/IRT)

ED 132 717 EA 009 016

Roos, Philip

Trends in Residential Institutions for the Mentally Retarded. Trends in Education Series.

University Council for Educational Administration, Columbus, Ohio.

Pub Date 76

Note—34p.

Available from—The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Custodial Mentally Handicapped, Educational Trends, Elementary Secondary Education, Institutional Schools, Mentally Handicapped, *Mental Retardation, *Residential Care, *Residential Programs

The author begins with a discussion of definitions of mental retardation, early developments in the care of the mentally retarded, trends in the institutional population, and the disillusionment and dissatisfaction being expressed by professionals, consumer groups, and interested citizens. The detrimental effects of institutionalization documented in research are noted. After listing the obstacles to change, the author presents the principal tenets of the new ideology on care of the mentally retarded: retarded persons should be viewed developmentally, capable of growth and learning, regardless of level of retardation or age; retarded persons should live like nonretarded persons to the greatest degree possible; consumers and their representatives should be maximally involved in planning, programming, and decision-making; legal and human rights of retarded persons must be recognized and protected; national

standards should be developed to ensure quality of residential services for the mentally retarded; expanding technology should continue to improve residential services and to decrease the need for institutionalization; and wherever possible, retarded persons should be integrated into society and participate as fully as possible in the activities of the culture to which they belong. Eighteen conclusions describe the probable developments in the next ten to twenty years. (Author/IRT)

ED 132 718

EA 009 017

Kirp, David L.

The "Special" Child Goes to Court. Trends in Education Series.

University Council for Educational Administration, Columbus, Ohio.

Pub Date 76

Note—18p.

Available from—The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Court Litigation, Elementary Secondary Education, *Equal Education, *Handicapped Students, Mentally Handicapped, *Regular Class Placement, *Special Education, *Student Placement

The promise of law reform in this area is real: it imposes formal rationality on school sorting practices, provides heretofore excluded handicapped youngsters with some educational services, and provokes both publicity and the appearance of change. The peculiar nature of the problem and certain structural and organizational attributes of present day special education programs make it difficult to translate legal reform into educational reality. Thus far, the courts that have spoken to the rights of special children have done so in quite broad terms. This is less the case with respect to due process, where judges can rely on well-established precedents in other institutional contexts, than with respect to substantive remedies. Courts can insist on adherence to constitutional standards in defining the minimum obligation of school districts. But school district practice will have profound influence on what role courts ultimately play. If bridges between the special and regular school worlds can be constructed and if children can be assured of discrete (and discreet) help without having to bear the label "special," then many of the concerns will simply vanish. (Author/IRT)

ED 132 719

EA 009 018

Silver, Paula F.

Women in Educational Leadership: A Trend Discussion. Trends in Education Series.

University Council for Educational Administration, Columbus, Ohio.

Pub Date 76

Note—50p.

Available from—The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Career Opportunities, *Educational Trends, Elementary Secondary Education, *Federal Legislation, Females, Higher Education, Sex Discrimination, *Social Influences, State Legislation, *Working Women

The purposes of this paper are to explore the nature and possible causes of the downward rates in the number of women superintendents, principals, professors, and college presidents; to identify some recent developments that might have impact on reversing these trends; and to suggest some courses of action for those who favor more active participation of women in education leadership in the future. Part 1 is focused on some long-range trends related to individuals' decisions to embark on careers in the field of education. Part 2 is an exploration of some long-range trends related to the various stages of a career in education. Part 3 concerns some more recent trends and their possible impact on careers in education. Part 4, the concluding section, contains speculations about trend projections into the future as well as some recommendations for action. (Author/IRT)

ED 132 720

95

EA 009 024

Redfield, Kent Gore, William

An Innovative Approach to Community Intervention: Influentials Charting, Cognitive Mapping, and Community Development.

Washington Univ., Seattle. Div. of Community and Organization Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—164p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Boards of Education, *Community Development, *Community Influence, *Decision Making, Elementary Secondary Education, Factor Analysis, Organization, *Policy Formation, *Power Structure, Principals, *Program Descriptions, Research Methodology, School Superintendents, Tables (Data), Teachers

Identifiers—*Washington (Port Angeles)

Concurrent with a needs assessment and community input study, a research team undertook two behavioral science research efforts. The first was an identification and examination of the influence network through which local leadership was organized. The second was an examination of how those who constituted the network of policy-making influentials perceived the education system. Throughout this year-long period, the research team and the group doing the needs assessment observed each other's activities and consulted on the meaning and impact of the way their efforts impinged on each other. The two major chapters of this document are concerned with influence analysis and cognitive mapping. Both chapters use the same format—the concept and background of the research is presented, the methodology and the nature of the results this strategy provides are explained, the results of the research from Port Angeles are presented, and the applicability of the findings in the community are examined. Conclusions and implications are drawn in the final chapter. (Author/IRT)

ED 132 721

EA 009 029

Federalism at the Crossroads: Improving Educational Policymaking.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—75p.; For individual chapters of this document, see EA 009 030-040; Pages 1-6, 19-22, 71-78, and 81-106 of the original document are copyrighted and therefore not available. They are not included in the pagination

Available from—Institute for Educational Leadership, 1001 Connecticut Avenue, N.W. Suite 310, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Secondary Education, *Federal Aid, *Federal Government, *Federal State Relationship, *Government Role, Higher Education, *State Government

The significant increase in the role of the federal government in educational policy-making has provoked a crisis; at the least, it has unleashed a gamut of opinions as to the balance and appropriateness of the roles to be played by the main jurisdictional elements of the system—federal government, states, localities, and public and private institutions of higher learning. To some observers, the threat of domination by an insensitive federal superbeast is near at hand and requires urgent, concerted counteraction. In the minds of others, the states and, by extension, their constitutionally subordinate localities have, by inadequate performances, forfeited their right to make all but the most mechanical educational decisions. In between is the largest number, those who respect but have not thought much about the problems of federalism. When pressed to do so, the Institute for Educational Leadership believes they will share our conviction that the federal system—with balanced roles and dispersed powers—is one of the wisest creations of modern statecraft and that it can be made to work effectively. This anthology of articles, edited speeches, and other readings contains information on alternative proposals and other forms of wisdom emerging about federalism. (Author/IRT)

ED 132 722

EA 009 030

Pittenger, John C.

Achieving a Rational Balance: Some Realities of Federal-State Relations.

George Washington Univ., Washington, D.C. Inst.

for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—7p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Federal Aid, Federal Government, *Federal State Relationship, *Government Role, State Federal Aid, State School District Relationship, *States Powers

A federal system is better than one that is totally nationalized or left totally in the hands of the states and their districts. The principle underlying that system is appropriateness. Responsibilities most appropriately handled at the state level ought to rest at that level. Responsibilities best met by the resources and reach of the national government should be dealt with at that level. Assigning the fundamental educational role to the states has two obvious benefits: it provides for greater administrative efficiency and more sensible governance systems and it is sound educational philosophy. The appropriate federal role should have four main characteristics: federal efforts ought to serve to strengthen rather than weaken the states; the most equitable distribution of federal funds is by allocation to the states and then to the districts; some specific areas of educational need are most appropriately addressed at the federal level; and the federal government should take primary responsibility for meeting conditions that are uniquely national in scope and character. There are things the federal government should not do and there are things that the states can do in defense of their prerogatives; the final defense is to argue for a federal role but not any federal role. (Author/IRT)

ED 132 723

EA 009 031

Wugalter, Harry

The Missing Link: A State Perspective on the State of the Federal System.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—3p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Federal Aid, *Federal State Relationship, *State Federal Aid

Ten points have caused concern in connection with the federal involvement in educational matters in the states: (1) the imposition of federal programs directly to school districts without input from the states; (2) the attitude that states have no business inquiring about programs initiated between the school district and the federal government; (3) the reluctance of federal officials to recognize cash flow problems that cause both state and local districts to terminate investments to meet federal obligations; (4) the claim that federal dollars are different from state dollars and should not be subject to state statutes, rules, and regulations; (5) the tenure issue in regard to employees from federally funded programs; (6) the problems caused by salaries paid to federal program employees; (7) the competition for the same "entitlement" caused by the independent action of various federal program managers; (8) the enticement of the federal government offering possible funds to a local school district after the board has approved an expenditure plan; (9) the administrative overhead so state departments of education can create slush funds that can be used by such departments to implement programs that may have been denied by the legislature; and (10) grave concern that federal involvement may create an artificial economic boom in some districts. (Author/IRT)

ED 132 724

EA 009 032

Burke, Fred G.

The Dragon in Washington: Paper or Real?

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—4p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Federal Government, *Federal Legislation, *Federal State Relationship, *State Legislation, States Powers

The trend seems to be in the direction of the federal government recognizing the state as the primary legitimate source for educational policy-making. This is not to say, however, that the federal government has given up trying to accomplish beneficial educational ends because of the limitation that the states' supremacy seems to posit. Public education vis-a-vis Washington will continue to be reactive until a legitimate and powerful educational spokesman can be developed. Unfortunately, there is virtually no opportunity for meaningful sharing of views among federal and state legislators or among governors, educational aides, and the like. (Author/IRT)

ED 132 725 EA 009 033
Hill, Warren G.

The Role of the State in Education.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—8p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—"Educational Problems, Elementary Secondary Education, Federal State Relationship, State Agencies, State Aid, *State Government, *States Powers

The author addresses three questions: (1) How did states get into the education business in the first place? (2) How significant is the states' role? (3) What are the problems that are most critical—at the state level—and what can be done about them? The author traces the slow evolution of the state role in education up to the present where that state role is significant in the areas of leadership and regulation. The major problems are that educators tend to decry rather than understand the political process and, as a result, are ineffective spokesmen; that the states are not being heard by the federal government with respect to educational matters; that there is public disenchantment with education; and that there is a lack of coordinated planning. (Author/IRT)

ED 132 726 EA 009 034

Smith, Richard Dallas

Congress and the Executive Branch: The Struggle for Policy Control in Education.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—5p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—"Conflict, Elementary Secondary Education, *Federal Government, Federal Legislation, *Policy Formation, Political Influences

The struggle between Congress and the executive branch for control of policy in education has created a complex set of organizations, rules, and forces affecting federal policy on education. This struggle has caused Congress to overreact by becoming heavily involved in policy implementation and, to a great degree, has witnessed the executive branch trying to create its own policy without the bases of law. The surest approach to correcting this situation would be to offer a complete reorganization in connection with a cabinet-level position for education, a major increase in funding, and the appointment of persons who reflect the broadest possible views of local authorities and practitioners, and individuals from state colleges and universities in addition to the "university elitists" of the Ivy League and California. Short of that ideal, which nevertheless should be attainable, a long-range policy statement, accompanied by a series of interim measures designed to improve existing education programs as well as the policy-making atmosphere, could be used to lay the groundwork for new approaches to federal education policy. (Author/IRT)

ED 132 727

Halperin, Samuel

Clarifying the Federal Role by Strengthening the Intergovernmental System.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—9p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—"Advisory Committees, Elementary Secondary Education, Federal Government, *Federal State Relationship, *Interagency Cooperation

The federal government is trying to do far too much in the field of education, there is no clear sense of federal priorities, and the burden of federal regulation and administration has become excessive. Indeed, the real worth of Washington's contribution to improved education is very much in question. Reform can come about only in a spirit of cooperation and partnership among federal and state governments and the educational community. Both our national and our educational leadership should actively jointly foster processes to clarify and focus the federal role in education. Every action—federal, state, or associational—should proceed with the deliberate intention to strengthen the intergovernmental system in education. Three approaches to consider as methods of strengthening intergovernmental cooperation are given for consideration. (Author/IRT)

ED 132 728 EA 009 036

Davies, Don And Others

A New Style of Federal Aid for Elementary and Secondary Education.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—6p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—"Adoption (Ideas), Elementary Secondary Education, *Federal Aid, *Federal State Relationship, Government Role, *Interagency Cooperation, State Federal Aid

Before meaningful structural changes in the federal role in education can be made, a new style of action must be developed that would include streamlining existing patterns of national intervention so that priority emphasis is unmistakably placed on those functions appropriate to the federal role and supporting and increasing the capacity of state and local government and of citizens in general to make the system more responsive to their needs. The new style of federal leadership might be built around the following activities: initiate a new program of grants to states for improving both state and local capacity for planning and management (including systems of comprehensive planning, accountability, and public participation); initiate efforts to replace most existing categorical programs; increase support for educational research and development by about \$30-50 million per year until a level of about \$500 million is reached; initiate a federal-state dissemination and technical assistance program patterned after the Agricultural Extension System; provide information and support for citizen organizations to monitor and evaluate state and local programs aided by federal dollars; and stimulate and provide financial support for a nationwide dialogue about the substance and governance of education. (Author/IRT)

ED 132 729 EA 009 037

Sorting Out the Roles: Federal, State and Local Responsibilities in Education.

Education Commission of the States, Denver, Colo.; George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—2p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

EA 009 035

Descriptors—Elementary Secondary Education, *Federal Government, *Federal State Relationship, *Government Role, *School Systems, *State Government

Identifiers—*Education Commission of the States

As part of an effort to stimulate constructive discussion, excerpts from "Intergovernmental Relations and the Governance of Education," which was prepared by the Education Commission of the States for the President's Commission on School Finance are included. The portions cited concern the responsibilities of the federal government, the state government, and the local education agency. (Author/IRT)

ED 132 730 EA 009 038

McBride, Robert H.

Federal-State Educational Relationships by the 1980s: Some Alternatives for Consideration.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—7p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Federal Aid, *Federal State Relationship, *State Departments of Education, *State Federal Aid

This brief presentation outlines several options for making federal aid to the education of future citizens more effective. Emphasis is placed on grants consolidation, the effective meshing of federal categorical aid with state finance support systems, the concentration on a few major programs, and radical management and reporting simplification for existing programs. (Author/IRT)

ED 132 731 EA 009 039

Halperin, Samuel

Block Grants or Categorical Aids? What Do We Really Want—Consolidation, Simplification, Decentralization?

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—4p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—"Decentralization, Elementary Secondary Education, Federal Aid, *Federal State Relationship, *State Federal Aid

Much of the contention and rhetoric would lessen if there were more federal money for existing block grants and fewer categorical programs; if the federal money were made available in a timely fashion; if Congress would simplify existing programs and attempt less regulation; and if an effective system of coordination and joint human services were implemented. Rather than get hung up in the tired rhetoric of choosing between block grants and categorical aid, it would be better if educators considered what the objectives of federal aid are. With objectives more closely understood, the means to attain them should be discerned more easily than in today's muddled atmosphere. (Author/IRT)

ED 132 732 EA 009 040

Andringa, Robert C.

Eleven Factors Influencing Federal Education Legislation.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.

Pub Date Dec 76

Note—2p.

Available from—Not available separately—see EA 009 029

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Federal Government, *Federal Legislation, Higher Education, *Political Influences

The 11 variables, in order of importance, that have the greatest ultimate effect in shaping national legislation on education are the following: (1) personal judgment and values of usually no more than six to ten members of Congress and staff, (2) strong views of respected and trusted friends, (3) assumptions about the economy and

budget, (4) public opinion and the popular media, (5) strong views and efforts of major interest groups, (6) descriptive information about federal programs, (7) congressional hearings, (8) General Accounting Office reports and other independent reports on programs, (9) policy research studies and reports, (10) administration views and lobby efforts, and (11) program evaluation studies. (Author/IRT)

ED 132 733 EA 009 046

Reinholz, Lansing K.

A Practical Defense of Corporal Punishment.

Pub Date Sep 76

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Corporal Punishment, *Discipline, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Expulsion, Punishment, Student School Relationship

The author of this paper maintains that corporal punishment is a desirable alternative to permanent suspension (expulsion) in cases involving unmanageable students. There are restrictions that must be placed on the use of corporal punishment so that it is a beneficial and not a destructive force. No physical harm should be done to students. The grievant should not do the punishing. Corporal punishment should be a last resort, and students should be given the choice between it and permanent suspension. Careful records must be kept, and there should always be a witness present. Corporal punishment should be administered only once unless the undesirable behavior decreases for a period following its initial use. Teachers and administrators alike would prefer to be concerned with teaching, not with discipline. Corporal punishment can offer one way of deterring disruption of the educational process. (Author/DS)

ED 132 734 EA 009 049

Hersh, Richard H. Paolitto, Diana Pritchard

Moral Development in the Classroom. OSSC Bulletin Vol. 20, No.5.

Oregon School Study Council, Eugene.

Pub Date Jan 77

Note—34p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Development, Developmental Stages, *Moral Development, Moral Issues, Moral Values, Questioning Techniques, Teachers, *Teaching Methods

Identifiers—*Values Education

One of the major purposes of values education is to help students develop more complex ways of reasoning—to facilitate cognitive development. The purpose of moral education in a cognitive developmental framework becomes the stimulation of the student's capacity for moral judgment. With this goal in mind, the teacher must first be prepared to carefully examine his or her own moral values before entering the classroom. The teacher must have knowledge of the pedagogy of moral discussion. This paper outlines briefly certain characteristics of teaching methods to be used in values education. The teacher must be adept at utilizing questioning techniques to elicit from students constructive social interaction and respect for others' opinions and positions. The teacher should recognize the various developmental stages manifest by his or her students. Values education actually teaches students a cognitive developmental approach for pursuing their own education after the formal educational process has ended. (Author/DS)

ED 132 735 EA 009 065

Way, Joyce W.

A Comparison of Background Profiles, Career Expectations and Career Aspirations of Men and Women Public School Administrators.

Pub Date Aug 76

Note—147p.; Ed.D. Dissertation, Western Michigan University

Available from—Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28431; academic price \$15.00 papercopy, \$7.50 microfilm; other \$20.00 papercopy, \$10.00 microfilm)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Career Opportunities, *Careers, *Educational Administration, Elementary Secondary Education, *Females, *Males, Occupational Aspiration, Occupational Mobility, Principals, Salaries, Sex Discrimination, Statistical Data, Surveys

Identifiers—Michigan

The purpose of this study was to compare the background and career expectations and aspirations of men and women in public school administrative roles. The study reported differences in factors that affect movement through the professional ranks, such as perceived constraints on career progress and salaries. A total of 327 Michigan elementary and secondary principals, as well as federal program specialists, were surveyed. The data revealed that, while there are certain similarities between male and female school administrators, differences exist in background, education, administrative experience, and means of promotion (internal or external). A greater proportion of male school administrators indicated lack of training, education, or experience as constraints on their career progress, whereas sex discrimination was perceived as a career progress constraint by a greater proportion of female administrators. While no difference was found between men's and women's salaries when controlling factors were held constant, more women administrators indicated less congruence between their career expectations and career aspirations than men. (Author/DS)

ED 132 736 EA 009 066

Keller, William And Others.

Enrollment Trends: Programs for the Future. A Planning Guide for Districts with Declining Enrollments.

New York State Education Dept., Albany. Office of Research, Planning, and Evaluation.

Pub Date Aug 76

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Declining Enrollment, *Educational Facilities, *Educational Finance, Educational Planning, *Educational Programs, Elementary Secondary Education, *Enrollment Projections, *Instructional Staff, Population Trends, School Districts

Identifiers—*New York

This document is designed to offer guidance to those school district officials in New York State who are faced with making decisions about how their districts will cope with declining enrollment. Enrollment in New York schools is no longer growing at a predictable rate as it did for so many years. School districts need to establish a different perspective on enrollment decline in order to formulate adequate and creative means of coping with this phenomenon. The district must first collect demographic information to define the decline problem. Current and future needs must be analyzed, future facility needs outlined, and the fiscal requirements of future program, staff, and facilities must be determined. This volume's appendices contain data on enrollment decline and building requirements for the state of New York. Chapters discuss analyzing programs, staff, facilities, and educational finance, as well as determining study strategy for enrollment decline. Declining enrollment is a complex problem, and it is not likely that districts can adequately cope with it if they deal with it in a fragmented manner. (Author/DS)

ED 132 737 95 EA 009 067

Alexander, Karl L. McDill, Edward L.

Selection and Allocation Within Schools: Some Causes and Consequences of Curriculum Placement. Report No. 213.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Contract—400-76-0034

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Aspiration, College Preparation, *Curriculum, Educational Research, High School Students, Peer Relationship, School Environment, School Holding Power, School Role, Self Concept, Senior High Schools, *Social Class, Social Stratification, Statistical Analysis, *Student Enrollment, Student Motivation, *Student Placement

A multivariate "school process" model is evaluated to explore the antecedents and consequences of curriculum enrollment. Selected characteristics of peer associates, measures of academic achievement, and three subjective outcome variables—educational plans, self-conceptions of academic competence, and intellectual orientations—are considered. The analysis, based on questionnaire and testing data for a sample of high school seniors, identifies academic ability and status origins as important determinants of curriculum placement. Curriculum enrollment and other school process variables, including characteristics of peer associates and academic performance, both contribute uniquely to the explanation of subjective orientations and serve as important mediators of background influence. Evidence is provided for the substantial importance of curriculum enrollment for both cognitive and noncognitive outcomes of schooling, as well as for retention in school. (Author)

ED 132 738 EA 009 071

Nellist, Ivan

Planning Buildings for Handicapped Children.

Pub Date 70

Note—120p.

Available from—Crosby Lockwood and Son, Ltd., c/o Granada Publishing, Ltd., P.O. Box 9, 29 Frogmore, St. Albans, Hertford AL2 2NF, Great Britain (4.00 pounds)

Document Not Available from EDRS.

Descriptors—Activity Learning, Building Design, Child Development, Environmental Influences, Exceptional Child Education, *Facility Guidelines, Facility Planning, *Facility Requirements, Flexible Facilities, *Handicapped Children, Interior Space, *Mentally Handicapped, *Needs Assessment, Physically Handicapped, Safety, Site Selection, Space Classification

Identifiers—Great Britain

Buildings and the larger environment can both make a positive contribution to the well-being, education, and development of mentally handicapped children. Because of the wide variety of handicaps experienced by children and different community opinions and practices, standard solutions are not recommended. Rather, an examination is made of the various needs that arise, the types of buildings that might best serve those needs, and what may be the most effective total environment. Some reference is made to the needs of physically handicapped children. The book covers space arrangements both indoors and out, considerations of lighting, heating, building finishing, residential and nonresidential design, service facilities, and the complex relationship to the surrounding community. (Author/MLF)

ED 132 739 EA 009 072

The Hart Act (AB 3408). ACSA Special Report.

Vol. 6, No. 3.

Association of California School Administrators.

Pub Date [Jan 77]

Note—13p.; Not available in hard copy due to color of print

Available from—Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 (\$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Standards, Basic Skills, Community Involvement, Educational Assessment, Educational Legislation, *Graduation Requirements, *High School Students, Learning Disabilities, Minority Group Children, *Performance Based Education, Secondary Education, *State Legislation, Teacher Qualifications

Identifiers—*California

The Hart Act, recently adopted by the state of California, mandates that school districts establish mechanisms of assessing minimal competencies in secondary education before students may receive a diploma. In this report, assemblyman Gary Hart, the bill's author, and Don McKinley, chief deputy to the Superintendent of Public Instruction, discuss the implications of the Hart Act and graduation and competency standards in general. Issues discussed include the possible de facto segregation of minorities into remedial classes and the treatment of learning handicapped students. Hart stresses that the bill offers mostly recommendations and suggestions to school districts to identify students that need help in meeting minimal competencies. (Author/MLF)

ED 132 740 EA 009 073
Public Sector Bargaining and Strikes. Second Edition.

Public Service Research Council, Vienna, Va.

Pub Date 1 Aug 76

Note—75p.

Available from—Public Service Research Council, 8320 Old Courthouse Road, Suite 430, Vienna, Virginia 22180 (Free copies will be provided to elected public officials on request; other copies are \$10.00, quantity discounts).

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Collective Bargaining, *Government Employees, Labor Legislation, Statistical Data, *Strikes, *Unions

It is the opinion of the authors of this position paper that collective bargaining in the public sector causes an increase in strikes and employee unrest, resulting in a diminution of public services. The authors assert that public employee collective bargaining means giving unions the power to control government through intimidation of the taxpaying public. This paper includes statistical data on the frequency and number of public employee strikes in each state—data intended to bolster the authors' contention that collective bargaining in the public sector is destructive. They conclude that a method other than compulsory public employee collective bargaining would be in the public's best interest. (Author/DS)

ED 132 741 95 EA 009 083

Educational R&D and the Case of Berkeley's Experimental Schools. Volume I: A Summative Evaluation of the Berkeley Experimental Schools Project. Volume II: The Life and Fate of Individual Alternative Schools in the Berkeley Experimental Schools Project. Final Report.

Scientific Analysis Corp., San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—NE-C-00-3-0297

Note—585p.; Pages 202-236 of Volume I may not reproduce legibly due to small print size

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—*Alternative Schools, Community Involvement, Educational Alternatives, Educational Change, *Educational Development, Educational Programs, *Educational Research, Elementary Secondary Education, *Experimental Programs, Formative Evaluation, *Program Evaluation, Racial Integration, Research Projects, Summative Evaluation

Identifiers—Berkeley California Unified School District, *Berkeley Experimental Schools Project, California (Berkeley), National Institute of Education, NIE

Summative and formative evaluation of the Berkeley Experimental Schools Project (BESP) are summarized in this two-volume document. In Volume I, the evaluators answer the specific evaluative questions posed by the National Institute of Education, the primary funding agency for the alternative schools project. Out of an initial 23 alternative schools, only two programs survived the five years of BESP. The evaluators conclude that this educational alternatives program failed to produce the "comprehensive change" in the Berkeley school district that it was supposed to produce. Although community involvement in the experimental schools project was fairly high at first, in the end the degree of involvement was no higher than in traditional public schools. The experimental schools also failed to achieve the "racial-economic-academic mix for students and staff" that they set out to achieve. In Volume II, the evaluators deal with the larger issues raised by the application of federal research and development to education. They conclude that a lack of coordination between the federal funding agency and the local Berkeley school district, including a difference in definition of educational change, led to what might be described as a \$6 million misunderstanding. (Author/DS)

ED 132 742 95 EA 009 091

Goettl, Robert J. And Others

The Imperative of Leadership. Volume II, Number 1. A Report on Declining Enrollments.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date Jul 76

Contract—400-76-0066

Note—25p.

Available from—National Association of State Boards of Education, 810 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Support, *Declining Enrollment, Educational Policy, Elementary Secondary Education, Reduction in Force, *State Aid, *State Boards of Education, *State School District Relationship, Statistical Data, Urban Schools

The authors of this report argue that state boards of education must play an active part in assisting local districts with planning for enrollment decline. The authors review statistical data showing that enrollment decline in big city schools is generally worse than in other areas. State boards must be prepared to help districts that stand to lose state aid because of fewer students. But declining enrollment aid provisions should be directed only at those districts with the highest rates of decline. The authors also suggest that districts encourage retirement for school staff by lowering the retirement age and by eliminating penalties for early retirement. Inservice training should be provided to keep the staff informed. State boards should provide technical assistance to local districts to encourage more effective management of limited resources. A list of recommendations directed at state board of education members supplements this report. (Author/DS)

ED 132 743 95 EA 009 103

Kane, Roslyn D.

Sex Discrimination in Education: A Study of Employment Practices Affecting Professional Personnel. Volume I: Study Report.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Apr 76

Contract—300-75-0205

Note—321p.; For related documents, see EA 009 104, CG 011 298-299, CG 011 341, HE 008 584 and HE 008 684

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Administrative Personnel, Bibliographies, Comparative Analysis, Court Litigation, *Education, Elementary Secondary Education, *Employment Practices, *Employment Statistics, Federal Legislation, Fringe Benefits, Income, Minority Groups, Post Secondary Education, *Professional Personnel, Promotion (Occupational), *Sex Discrimination, Tables (Data), *Working Women

The current status of women employed in professional positions in educational institutions from preschool through the universities is reviewed to determine their relative employment status in comparison to men, and to identify discriminatory employment practices that have limited women's opportunities. Material for the study was gathered from a variety of sources ranging from scientific and historical studies to local reports from women's organizations. The most recent survey of research data available has been utilized; however wherever appropriate, such data have been compared to similar earlier data to highlight trends and to draw conclusions. Where hard data do not exist, issues are defined by reference to relevant articles, reports, laws, and court decisions. Chapters discuss the methodological approach; employment and salary; minority women; policymakers; hiring and promotion; discriminatory practices relating to fringe benefits; women's patterns of life and work; legislation, regulations, and executive orders; court cases; and recommendations. Footnotes are included at the end of each chapter and a bibliography of all reference material cited is in the appendix. (Author/MLF)

ED 132 744 95 EA 009 104

Kane, Roslyn D.

Sex Discrimination in Education: A Study of Employment Practices Affecting Professional Personnel. Volume II: Annotated Bibliography.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Apr 76

Contract—300-75-0205

Note—258p.; For related documents, see EA 009 103, CG 011 298-299, CG 011 341, HE 008 584 and HE 008 684

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Administrative Personnel, *Annotated Bibliographies, Court Litigation, *Education, Elementary Secondary Education, *Em-

ployment Practices, Employment Statistics, Federal Legislation, Fringe Benefits, Income, Minority Groups, Post Secondary Education, *Professional Personnel, Promotion (Occupational), *Sex Discrimination, *Working Women

Abstracts of the major research studies, surveys, and expert analyses used in the process of designing and writing the Report on Sex Discrimination in Education are contained in this document. The author has emphasized (though not entirely restricted coverage to) materials published within the last five years and primary sources presenting original research. Also included, however, are some secondary analyses that have brought new concepts or raised new questions for primary research studies, and commentary by persons active in research and analysis in their own special fields. To facilitate utilization of the abstracts, a subject index is provided. Two bibliographical appendices are included: the first lists some of the studies that have been made by groups concerned with the status of women in various academic disciplines, and the second presents studies of the status of women that were conducted at various postsecondary educational institutions. (Author/MLF)

EC

ED 132 745 EC 091 954

Hosmer, Sarah W. And Others

Representative Payees: What Are They and How to Deal with Them.

Massachusetts State Commission on the Legal and Civil Rights of the Developmentally Disabled, Boston.

Pub Date Jun 76

Note—32p.; Some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Advocacy, Civil Rights, *Federal Programs, Government Employees, *Handicapped, *Institutionalized Persons, Legal Aid, Social Services

Identifiers—Massachusetts, *Representative Payees, *Social Security Administration, Supplemental Security Income

Presented is a manual designed to aid social workers and other staff of institutions in dealing with problems of disabled Social Security Administration (SSA) and Supplemental Security Income (SSI) beneficiaries who receive their benefits through representative payees. Information is provided about such topics as different types of benefits, proper use of benefits by representative payees, how to deal with representative payees, and how to become a representative payee. Sections cover the following topics: SSA and SSI disability benefits, general information on representative payees, specific information on payees for institutionalized persons, communication with outside payees, courses of action, and how to deal with the SSA (including sources of legal help). Appended are copies of SSA forms, a list of district offices serving state institutions in Massachusetts, and the names and phone numbers of field representatives for Massachusetts. (IM)

ED 132 746 EC 091 955

The Developmentally Disabled: Civil Rights Issues. Final Report.

Massachusetts State Commission on the Legal and Civil Rights of the Developmentally Disabled, Boston.

Pub Date May 76

Note—102p.; Some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Child Advocacy, Civil Liberties, *Civil Rights, *Court Cases, Due Process, Group Living, Guaranteed Income, Institutionalized Persons, *Legislation, *Mentally Handicapped, Research Projects, *State Programs, State Surveys

Identifiers—*Developmental Disabilities, Final Reports, *Massachusetts

Presented is the final report of the Massachusetts Commission on Legal and Civil Rights of the Developmentally Disabled formed to investigate the civil rights problems of developmentally disabled citizens and to recommend and take action to correct the problems. It is noted that the report deals with the following areas: self-determination and financial security with particular emphasis on the representative payee

system of the Social Security Administration; treatment, care, and environment of institutionalized persons, specifically medical consent and conditions in state schools for the retarded; housing and a humane accessible environment, specifically the zoning and financing problems that have hindered the establishment of community residences; due process within the criminal justice system for mentally retarded offenders; and the need for a permanent advocate to continue and expand the efforts of the Commission. Each of the report sections is divided into three subsections—findings, actions, and recommendations. Appendixes make up approximately half of the document and include a sample questionnaire for representative payee investigation; a petition and memorandum put before the secretary of the Health, Education, and Welfare; Proposed Amendments to the Social Security Act (H.R. 13195); Personal Fund Bills (S. 478 and S. 480); the Medical Consent Bill (S. 423); the Zoning Bill for Community Residences; and the Massachusetts Housing Finance Agency Assistant to Community Residences Bill (S. 1190). (SBH)

ED 132 747 EC 091 956
Hammer, Paula, Ed. Richman, Gary, Ed.
A Compilation of the Developmental Disabilities Legislation, 1975: PL 91-517 as Amended by PL 94-103.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Office of Human Development (DHEW), Washington, D.C.

Pub Date Dec 75

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Affirmative Action, Child Advocacy, *Civil Liberties, Definitions, *Facilities, Federal Aid, *Federal Legislation, *Mentally Handicapped, Professional Training, *Services
Identifiers—*Developmental Disabilities, PL 91 517, PL 94 103

Presented is a compilation of The Developmental Disabilities Services and Facilities Construction Act (P.L. 91-517) and its amendment, the Developmentally Disabled Assistance and Bill of Rights Act (P.L. 94-103). The document contains three sections: an index to the developmental disabilities law as amended; the compiled legislation; and the Joint Explanatory Statement of the Committee of Conference of the Congress. The provisions of the law are listed briefly by section number in the index. Included in part II are sections covering the following major areas (sample section topics are in parentheses): general provisions (definitions, employment of handicapped individuals—affirmative action, and protection and advocacy of individual rights); university affiliated facilities (demonstration and training grants, authorization of appropriations, and projects authorized); grants for planning, provision of services, and construction and operation of facilities for the developmentally disabled (state allotments; withholding of payments for planning, construction, administration, and services; and judicial review); special project grants; and additional provisions (studies and recommendations, conforming amendments, and effective date). The explanatory statement in the final section is noted to provide two important insights: how conflicting provisions proposed by the House and Senate were resolved, and what is the intent of Congress in enacting certain provisions. (SBH)

ED 132 748 EC 091 957
Feudo, Rudy A.

The Resource Center Program (A Model for Mainstreaming and Serving Children with Special Needs).

Pub Date Aug 76

Note—267p.; Maxi II Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Demonstration Projects, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, *Program Development, Program Evaluation, *Regular Class Placement, *Resource Centers, Special Services
Identifiers—Chapter 766, Massachusetts, *Massachusetts Special Education Act

Described is a pilot resource center program for mainstreaming and serving 123 special needs children (ages 3-21) as mandated in Chapter 766 (Massachusetts Special Education Law). The resource center program is explained in the first section as a service, as a success center, as an in-

house team, as a beneficial program, and as a special service program. Provided are an overview of the plan development and early designs of the program in section 2. Discussed in section 3 are a time study plan of program implementation, systemwide sharing of special study needs and problems, and inservice retraining workshops for regular teachers. Described in section 4 are implementation procedures and strategies for 10 principal goals and objectives such as identification and referral, individual prescriptions, and mainstreaming and integration. An ongoing formative evaluation with questions and answers is discussed in section 5. Next, in section 6, the staff inservice retraining program is illustrated by an outline of the program and a copy of the inservice retraining evaluation survey. Answered in section 7 are questions concerning each restated program objective, and included are evaluation forms administered to resource teachers/aides, ancillary staff, administrators, transportation personnel, parents of resource children, parents of regular program children, and regular classroom teachers. Presented in section 8 is an analysis of each of the evaluation forms provided in section 7. Given in section 9 are a product evaluation checklist and 19 appendixes including the Massachusetts Special Education Act—Chapter 766, an educational plan, and an evaluation request form. (PT)

ED 132 749 EC 091 958
Student Classification Materials, June 1976 Supplement.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Legal Services Corp., Washington, D.C.

Pub Date Jun 76

Note—131p.; A Supplement to Classification Materials, Revised Edition, September 1973
Available from—Center for Law and Education, 6 Appian Way, Gutman Library, Cambridge, Massachusetts 02138 (\$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Child Advocacy, Civil Liberties, Confidentiality, *Court Cases, Drug Therapy, Due Process, Educational Accountability, Elementary Secondary Education, Expulsion, Federal Legislation, *Grouping (Instructional Purposes), *Handicapped Children, *Labeling (of Persons), *Legislation, Program Effectiveness, Testing, Tracking

The supplement to an earlier edition provides information on case developments relating to the labeling and grouping of both normal and exceptional children for educational treatment. Case summaries and notes are divided into five sections (sample topics are in parentheses): exclusion of exceptional children (the handicapped child's right to an education at the state's expense and class action on behalf of the handicapped), exclusion of normal children (sex discrimination and disciplinary exclusion), procedural safeguards (due process hearings, cases on testing, confidentiality of records, and behavior modifying drugs), inadequate programs (bilingual cases, inadequate programs for handicapped children, and the failure to teach basic academic skills in regular classes), tracking (ability grouping practices), and federal law (the Rehabilitation Act of 1973, federal assistance to states for educating handicapped children, and the Education for All Handicapped Children Act—Public Law 94-142). (SBH)

ED 132 750 EC 091 959
Yahraes, Herbert Prestwich, Sherry

Detection and Prevention of Learning Disorders.
National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.—DHEW-ADM-76-337

Pub Date 76

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.70, Stock No. 017-024-00524-0, There is a minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Clinical Diagnosis, Definitions, *Diagnostic Tests, Early Childhood Education, Educational Experiments, Elementary Secondary Education, *Etiology, Exceptional Child Education, *Identification, Intervention, *Learning Disabilities, *Prevention, Research Reviews (Publications)

The document provides an overview of learning disabilities and described are various approaches to the detection and prevention of these handicapping conditions. Discussed in the introduction are definitions of learning disorders, the multiple nature of the handicap, and maturational lag as a cause. A section on clinical approaches covers research in such areas as cerebral dominance, the role of the brain's hemispheres, signs of neurological deficits, results of intervention, and scanning tests. An experimental approach is discussed in another section which reviews tests, their predictive value, and some results of intervention. Basic causes of learning disability are noted in a final section including hereditary and environmental factors, and complications of pregnancy and birth. (IM)

ED 132 751 EC 092 050
Informal Diagnosis and Prescriptive Programming: A Workshop.

Midwest Regional Resource Center, Des Moines, Iowa.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-7899

Note—363p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Early Childhood Education, *Educational Assessment, Elementary Education, Error Patterns, Exceptional Child Education, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Learning Disabilities, Skill Development, Task Analysis, *Teacher Workshops

Presented are training materials for use in a teachers' workshop—providing methods for teaching essential skills to students with learning difficulties and planning individual instructional sequences as students' skill needs change. Included are the following ten modules: (1) defining the problem and identifying what will meet the student's needs, (2) task analysis, (3) error pattern analysis, (4) systematic inquiry, (5) discovering what Sally can and can't do and setting priorities, (6) behavioral objectives, (7) learning methods, (8) task analysis of materials, (9) matching learner characteristics with material characteristics, and (10) designing materials for the educationally handicapped. Each module contains three sections titled "Facilitator Notes", "Activity Notes", and "Activity Sheets"; and some contain sections for worksheets, recording sheets, activities completed by other participants, demonstrations and articles. Appended are notes on the module tests and the global test given to participants; the tests and answer keys; additional evaluation procedures; and bibliographies of articles, books, and tests. (IM)

ED 132 752 EC 092 051
Khatena, Joe

Project Talented and Gifted: Final Evaluation Report. ESEA Title III, Region II.

West Virginia State Dept. of Education, Charleston.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—101p.; Best Available Copy; For the first and second project evaluations, see ED 112 624 and ED 112 625; For Appendix, see EC 092 052

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Creativity, *Demonstration Projects, Elementary Secondary Education, Exceptional Child Research, *Gifted, Measurement Techniques, Parent Attitudes, *Program Descriptions, *Program Evaluation, Staff Improvement, *Talent Development, Talented Students

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Final Reports, *Project Gifted and Talented, West Virginia

Presented in the third and final evaluation report (1975-76) of Project Talented and Gifted are results of an appraisal of over 50 student participants (8-15 years old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem solving strategies in language arts, science and mathematics, and music. Results and recommendations from the first and second evaluations are outlined in Part I and the methodology of the study is described, with addi-

tional information on design, experimental treatment, and statistical analyses. Part 2 presents analyses of the student participants' creative self-perceptions as reported in the first and second evaluation, and procedures and results from the final evaluation. Included in Part 3 are data generated by students and parents, resource people, project coordinators, and the director. Part IV covers summary conclusions indicating non-support of the effectiveness of the program by experimental evidence, but support of the effectiveness of the program in the areas of cognitive and affective growth by observational evidence; and recommendations such as basing selection of gifted students on their exhibited talent, adopting elements related to the teaching of specific problem solving techniques and research strategies, and requiring facilitators to attend a problem solving institute. (IM)

ED 132 753

EC 092 052

Khatena, Joe

Project Talented and Gifted: Appendices to Final Evaluation Report. ESEA Title III, Region II.
West Virginia State Dept. of Education, Charleston.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—299p.; Best Available Copy: For evaluation reports, see ED 112 624, ED 112 625, and EC 092 051

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Creativity, Demonstration Projects, Elementary Secondary Education, Exceptional Child Research, *Gifted, *Measurement Techniques, Parent Attitudes, Program Descriptions, *Program Evaluation, Questionnaires, Staff Improvement, Surveys, Talent Development, Talented Students, *Test Results
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project Gifted and Talented, West Virginia

Presented are the appendices to the final evaluation report of Project Talented and Gifted—a 3-year project to develop a model for the identification of talented and gifted students (8-15 years old), to develop programs for use with this population, and to develop a model for a regional school. Over 50 Ss participated in the project—described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem solving strategies in language arts, science and mathematics, and music. The bulk of the document consists of the individual test profiles of the first 136 intake Ss and controls. Also appended is a study of attitudes toward gifted child education involving 273 principals of schools in West Virginia having students in the 10-12 year age range, the results of which indicated positive attitudes toward the inception and improvement of programs; a questionnaire survey of Ss' reasons for dropping the program; and copies of the resource personnel evaluation sheet, coordinator evaluation questionnaire, and the student or parent observation inventory. (IM)

ED 132 754

EC 092 053

Krumholz, Bonnie Ann

Academic Achievement of Students Before and During Placement in Classes for the Educationally Handicapped.

Pub Date Aug 75

Note—61p.; Master's Thesis, University of Southern California

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Exceptional Child Research, *Learning Disabilities, *Special Classes, Student Placement

Examined with 63 educationally handicapped (EH) students (6-14 years old) was the effect on academic gains of special class placement, consisting of a self-contained EH class on the elementary level or a learning disabilities group on the elementary, junior high, or high school level. Analyses of data from the Ss' district records provided information in the following areas (results are in parentheses): academic gains of total population (Ss improved significantly in the subtest of word recognition, but not spelling or arithmetic), oldest vs. youngest (no significant differences on any of the subtests), longest vs. shortest time in remedial study (Ss with shortest time made significantly higher gains in word recognition than Ss with a longer time), highest vs. lowest IQ (sig-

nificant gains were shown for those Ss having the lowest IQ scores), and correlations between subtest and IQ (no significant correlations). (IM)

ED 132 755

EC 092 054

Case Studies of Gifted Students: Work Resource Packet.

Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.

Pub Date 76

Note—169p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Career Exploration, *Case Studies, Exceptional Child Education, *Followup Studies, *Gifted, Longitudinal Studies, Occupational Choice, Post Secondary Education, Secondary Education, Self Evaluation, *Vocational Development

Provided are 11 case studies of gifted students based on materials from the 4 years the student participated in a special program for superior high school students, followup questionnaires from 1, 4, 6, and 10 years after high school graduation, and a personal interview. The studies, organized longitudinally on the basis of a career development model, are presented to show the influences and significant factors in career development as perceived by the student. Data are given in the areas of awareness, orientation, exploration, selective formulation, and action in regard to self, social relations, and resources. Some studies include a test record; and all include a comprehensive summary and conclusions section with demographic, family, and other personal data. It is noted that these case studies have been used as a part of in-service workshops for counselors and teachers. (IM)

ED 132 756

EC 092 056

Burton, Rosemarie A. And Others

A Manual for Assessment and Training of Severely Multiply Handicapped Deaf-Blind Students.

Southbury Training School, Conn.

Spons Agency—New England Regional Center for Services to Deaf-Blind Children, Watertown, Mass.

Pub Date Mar 76

Note—90p.

Available from—Southbury Training School, Southbury, Connecticut 06488 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Auditory Training, Check Lists, Clothing, Daily Living Skills, *Deaf Blind, *Diagnostic Teaching, Eating Habits, Elementary Secondary Education, Hygiene, *Motor Development, *Multiply Handicapped, Psychomotor Skills, *Self Care Skills, *Sensory Training, Stimulation, Task Analysis, Teaching Guides, Visual Learning

Identifiers—Informal Assessment

Intended for teacher use, the manual provides for the assessment and training of severely multiply handicapped deaf-blind students with sections on self help, motor development, and sensory stimulation training. Included for each skill are an individual rating scale for periodic assessments, a task analysis, and an actual teaching procedure. Found in the first section, on self help, are guides for teaching self feeding (eating and drinking); grooming (hand and face washing, hairbrushing, toothbrushing, and shaving); toilet training; removing socks, shoes, pants, and pullover shirts and unbuttoning; and putting on socks, shoes, pants, and pullover shirts and buttoning, lacing and shoe tying. Described in Section II, on motor development, are procedures to follow when teaching stationary gross motor skills such as body awareness, relaxation and muscle stimulation, sitting, attaining a standing position, and standing; when teaching movement through space such as non-ambulatory movement and ambulation; and when teaching fine motor skills. Recommended in Section III, on sensory stimulation and training, are visual training methods including light stimulation, eye contact, and visual tracking; auditory training methods involving sound vibrations, using music to develop sound awareness and using receptive language to illicit responses; and activities to stimulate tactile awareness. (PT)

ED 132 757

EC 092 057

MacMillan, Donald L. Graf, Victoria L.

Outerdirectedness as a Function of State Anxiety and Experimentally Induced Success and Failure in the Educable Mentally Retarded.
California Univ., Riverside.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—G00-75-00187

Note—75p.; Best Available Copy

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Anxiety, *Cognitive Style, *Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, Males, Mentally Handicapped, Problem Solving, Psychological Patterns, *Research Reviews (Publications), Task Performance

Identifiers—*Outerdirectedness

Examined with 95 educable mentally retarded male Ss (9-10.5 years old) was the relationship between anxiety and outerdirectedness. Ss were given the Test Anxiety Scale for Children (TASC) and a measure of outerdirectedness involving a puzzle task. Zero correlation was found between anxiety and outerdirectedness; and the same results were found after a failure condition was imposed and the TASC was repeated to test for a change in anxiety level. Ss tested in a failure condition completed the puzzle task faster than controls; however, anxiety increased significantly after the failure condition was received. (The bulk of the document consists of a research review with approximately 90 references; and appended material including drawings of the puzzle tasks, a copy of the TASC, and parent consent forms.) (IM)

ED 132 758

EC 092 058

Bachrach, Leona L.

Deinstitutionalization: An Analytical Review and Sociological Perspective.

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Biometry and Epidemiology.

Report No.—DHEW-ADM-76-351

Pub Date 76

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00530-4, \$1.10)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accountability, Community Programs, *Emotionally Disturbed, *Institutionalized Persons, *Literature Reviews, *Normalization (Handicapped), Outreach Programs, Psychiatric Hospitals, Psychotherapy, Residential Programs, Social Agencies, *Trend Analysis

Identifiers—*Deinstitutionalization

The document presents an analysis of recent literature on the deinstitutionalization of emotionally disturbed persons. Discussed are opposing views with emphasis on the idea of reliance on community resources and the present trend toward the provision of a continuum of treatment alternatives. Brief sections cover issues related to such problems as the selection of patients for community care, the treatment course of patients in the community, financial and fiscal problems, legal and quasi-legal problems, and accountability. The author describes basic concepts in the functionalist approach to social forms and the application of these concepts to the functions of asylum and custody. It is concluded that the deinstitutionalization movement can best meet its goals through the avoidance of territorial arguments and the consideration of such programs as hospital-based outpatient care, brief hospitalization, and community outreach. A bibliography of approximately 480 references is provided. (IM)

ED 132 759

EC 092 059

Oldsen, Carl F. And Others

Instructional Materials Thesaurus for Special Education. Third Edition.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—NC-76.505

Pub Date 76

Contract—OEC-300-4473

Note—67p.

Available from—Ohio State University Press, Publications Sales Division, 2070 Neil Avenue, Columbus, Ohio 43210 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Definitions, Exceptional Child Education, *Handicapped Children, Information Retrieval, *Instructional Materials, Instruc-

tional Materials Centers, *Instructional Media, *Media Selection, Media Specialists, Reference Books, *Thesauri

Intended for teachers, parents, information specialists, and others interested in instructional materials for handicapped children, the manual provides a listing of descriptive words and concepts used in indexing and retrieving instructional materials within the National Instructional Materials Information System (NIMIS). Descriptors are presented in three formats: a categorical listing, an alphabetical listing, and a rotated index; with the alphabetical listing providing definitions for all of the terms and appropriate cross-references to related terms. Included are a list of modifiers (undefined descriptors used to identify a specific characteristic of a material) and a list of job titles which appear in the career/vocational education category. (NIMIS contains information on over 20,000 child-use, nonprint instructional materials.) (IM)

ED 132 760 **EC 092 060**
Standard Criteria for the Selection and Evaluation of Instructional Material. Teacher Level.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.—NC-76-405-A

Pub Date Sep 76
Contract—OEC-300-72-4478
Note—23p.

Available from—MMT, The National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Check Lists, *Evaluation Criteria, Exceptional Child Education, *Handicapped Children, *Instructional Materials, Instructional Media, *Media Selection, Media Specialists

Presented are two sets of forms—teacher level and national level—used by the National Center on Educational Media and Materials for the Handicapped to evaluate and select appropriate instructional materials. The documents provide check lists for evaluating materials on the basis of identification of needs (such as learner characteristics, program characteristics, teacher requirements, and matching material to learner), initial selection, review, and decision-making. (IM)

ED 132 761 **EC 092 061**
Finch, Thomas E. And Others

The Education and Socialization of Institutionalized Emotionally Disturbed Children and Youth. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 30 Jul 76

Contract—300-76-0005
Note—353p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Conceptual Schemes, *Educational Programs, Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Research, *Institutionalized Persons, Models, Needs Assessment, Professional Personnel, *Program Evaluation, Program Improvement, *Residential Programs, Socialization, Surveys

Presented is the final report of a project designed to examine the nature of educational and socialization programs within 90 institutions serving emotionally disturbed (ED) children (primarily 6-18 years old). In an introductory section, study goals and objectives are noted to include determination of what educational programs are available to institutionalized ED children and youth and identification of particularly innovative and effective model programs. Covered in section 2 on methodology are the following project tasks: literature search, selection of the advisory panel, sampling procedures, respondent categories, instrument development, pretest and Office of Management and Budget clearance, data collection procedures, document editing, coding and keypunching, data analysis, and report preparation. The bulk of the document is devoted to survey results and analysis which are summarized as indicating major problem areas relating to the behavioral and academic problems of the students; the conflict between the clinical and educational staff as to

who will control the philosophy and direction of the educational program; lack of funds, staff, and space; and unavailability of special facilities, staff, and electives. Reviewed in section 4 are such model program components as no-fail grading systems, outdoor education, orientation brochures, and family modules. Discussed in section 5 are recommendations made by project staff for research and demonstration activities in teacher training, information dissemination, formation of a professional association, development of community involvement programs, implementation of a vocational education program, and development of assessment instruments. Appended materials include an analysis of the state laws governing educational programs offered by institutions for the emotionally disturbed, sample survey instruments, and an interviewer's manual. (SBH)

ED 132 762 **EC 092 062**
Palmer, Sally E.

Children in Long Term Care—Their Experiences and Progress.

Family and Children's Services, London (Ontario).

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario).

Report No.—555-36-4

Pub Date Aug 76
Note—212p.

Available from—Family and Children's Services of London and Middlesex, P.O. Box 848, Sta. B, London L2, Ontario (\$8.15)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Agency Role, *Child Welfare, Disadvantaged Youth, Elementary Secondary Education, Exceptional Child Research, *Family Problems, *Foster Children, *Personal Adjustment, Social Workers, Success Factors

Presented are the findings of a research study designed to assess the effect on 200 children (5-21 years old) of being in long-term agency care. In part I, a survey of work in the child welfare field is noted to point out the gaps in knowledge and relatively poor progress of many children during the time they were in care. Described in part II is the way in which children were selected for the study and how their progress was measured using case records. Part III is divided into three sections: section 1 presents findings on the children's social and academic process; section 2 deals with the conditions leading to family breakdown and the handling of separation by the parents and by the agency; and considered in section 3 are the child's continuing relationship with his natural family, experiences in placement, identifications with foster families, and the role of the social worker. Part IV focuses on the pre-care and in-care conditions which seem to be associated with good progress in the child. Among the recommendations discussed in part V are that the agency determine the child's suitability to foster care before admission, that a long-term approach to children who are not good candidates for agency wardship focus on the natural family rather than substitute care, and that a continuous staff development program be established in child care agencies. Appended materials include a list of conditions for inclusion of cases, definitions for pre- and in-care factors, and sample survey forms. (SBH)

ED 132 763 **EC 092 063**
Mithaug, Dennis E.

A Project for Developing Programs to Utilize Social Processes to Increase Academic Performance of Handicapped Children and to Train Teachers of the Handicapped in the Systematic Use of Social Processes for Educational Objectives. Final Report.

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—572305

Pub Date Nov 73
Grant—OEG-0-71-1928(607)
Note—516p.

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, Exceptional Child Research, Feedback, *Interpersonal Competence, *Mentally Handicapped, *Program Development, *Reinforcement, Social Exchange Theory, *Teacher Education
Identifiers—Competition, Cooperation

Presented is the final report of a project to increase academic performance and social interaction in 52 retarded or normal children (3-18 years old) through training teachers in the use of three social skills: exchange, competition, and cooperation. The following project objectives are discussed: operational identification of the three social patterns; isolation of conditions that produce the patterns; development of exchange, cooperation, and competition skills within the context of academic tasks; and development of findings into a program to increase academic performance and improve social behavior. Described in the section on methodology are the basic research phase, a developmental research phase, and the applied research phase. Discussed are project findings including: 1) operational conceptualizations of the three social patterns, social contingencies, and related feedback behaviors; 2) motivational effects of exchange, cooperative, and competitive contingencies; 3) reinforcing effects of social feedback on task performance; 4) the effects of antecedent task conditions and consequent social contingencies in the development of cooperative and competitive behavior in retarded children; and 5) the effects of assessing social interaction deficits in retarded children by monitoring rates of social interaction. The project is reported to have resulted in the following products: an instrumentation system for comparing the three social contingencies of the three social patterns; a word discrimination program which uses social contingencies to develop both social interaction and word identification skills in retarded children; a set of procedures for assessing social interaction deficits in classrooms for the retarded; and a program for establishing motivational control, remediating social deficits, and developing social skills in retarded children. More than half of the report consists of Appendices. (DB)

ED 132 764 **EC 092 064**
McGinty, John

Project Echo: Evaluation of the Implementation and Replication of a Child Service Demonstration Project for Secondary Students with Learning Disabilities.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Aug 76

Contract—OEC-0-74-8723
Note—111p.; BEST AVAILABLE COPY

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Attendance, *Curriculum, *Educational Programs, Exceptional Child Research, Information Dissemination, *Learning Disabilities, Parent Participation, Program Content, *Program Evaluation, *Research Methodology, Secondary Education, Teacher Attitudes, *Teacher Education
Identifiers—*Project Echo, Texas

Presented are the findings of Project Echo, a research project designed to replicate an earlier study on a supplementary instructional program for secondary level learning disabled students. Brief introductory sections cover the three major project components (the instructional curriculum, the teacher training materials, and the classroom management handbook), the five replication sites in Texas, and the evaluation design. The bulk of the document is organized around 10 elements—academic achievement, student attendance, student dropouts, parent involvement, community information dissemination, teacher training, Project Echo dissemination, activity audit, instructional content mastery, and teacher perception. For each element, a report is provided which outlines the following: evaluation question of interest, instrumentation, design configuration, data analysis model, design implementation, and evaluation findings. The findings are noted to indicate that the effects of Project Echo intervention on secondary learning disabled students was positive and that the development of additional instructional minimodules in more subject areas should be seriously considered. Technical attachments are provided which include a paper on a screening process related to Project Echo; sample data collection forms; information on the methodology used to investigate student achievement, student attendance, and student dropouts. (SBH)

ED 132 765

EC 092 065

Jordan, June B., Ed.

Exceptional Child Education at the Bicentennial: A Parade of Progress.

Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—114p.

Available from—The Council for Exceptional Children, Information Services and Publications, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 145, \$5.50)

Document Not Available from EDRS.

Descriptors—Educational Research, *Educational Trends, Elementary Secondary Education, Equal Education, Exceptional Child Education, *Handicapped Children, Historical Reviews, Interviews, Literature Reviews, *Parent Role, *Special Education Teachers, Teacher Education

Presented are 13 papers, interviews, and discussions reviewing historical trends in the provision of educational services for handicapped children and youth. Entries are included with the following titles: "Three Dimensions of Exceptional Child Education at the Bicentennial" (J. Nazzaro and B. Aiello); "U.S. Congress Reviewing Stand—Interviews with Senator Jennings Randolph, Senator Harrison Williams, Representative Carl D. Perkins, and Representative Albert H. Quie"; "Bureau of Education for the Handicapped Reviewing Stand—Discussion between William C. Geer and Philip Jones"; "Especially for Special Educators—A Sense of Our Own History" (B. Aiello); "The Early Years—Prologue to Tomorrow" (W. Abraham); "Great Moments in the History of the Council for Exceptional Children" (F. Lord); "Parent Groups—Their Role in a Better Life for the Handicapped" (L. Cain); "Special Education Research—Retrospect and Prospect" (H. Prehm); "The Past is Prologue—Teacher Preparation in Special Education" (F. Connor); "Law, Litigation, and Handicapped Children" (J. Melcher); "Who Are All the Children?" (W. Lance); and "Full Educational Opportunities for Handicapped Individuals (An Awareness Paper prepared for the White House Conference on Handicapped Individuals)". (SBH)

ED 132 766

EC 092 066

Rosenfeld, Anne H. Rosenfeld, Sam A.

The Roots of Individuality: Brain Waves and Perception.

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.—DHEW-ADM-76-352

Pub Date 76

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00540-1, \$0.45; There is a minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, *Electroencephalography, Elementary Education, Exceptional Child Research, *Hyperactivity, *Mental Illness, *Neurology, *Perception, Psychosis, Schizophrenia, *Stimulus Behavior

Described is research using computer techniques to study the brain's perceptual systems in both normal and pathological groups, including hyperactive children (6-12 years old). Reviewed are the early studies of A. Petrie, M. Buchsbaum, and J. Silverman using the electroencephalograph to obtain AER (average evoked response) records of schizophrenics. The use of the AER to investigate how the brain reacts to changes in stimulus intensity is explained. Summarized are major findings concerning AER abnormalities in schizophrenics, manic-depressives, pure depressives, hyperactive children, and in normal behavior. It is proposed that stimulus intensity control serves as an adaptive protective role in the face of potentially excessive stimulation; that schizophrenics might be representing this adaptive tendency to an exaggerated degree; and that hyperactive children who improve with drug therapy are those who, prior to treatment, have the most abnormal AER patterns. (SBH)

ED 132 767

EC 092 067

Manzitti, Edward T. And Others

An Evaluation of Mainstreaming in Vocational Education Programs in the State of Michigan.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Sep 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Parent Attitudes, Questionnaires, *Regular Class Placement, State Surveys, Student Characteristics, *Teacher Attitudes, Teacher Characteristics, *Vocational Education

Identifiers—*Michigan

Questionnaires were sent to 116 Coordinators of Special Needs Projects of Michigan to assess the effectiveness of mainstreaming handicapped children in vocational education programs throughout the state. The purposes of the survey were: 1) to obtain information about the institutions that were mainstreaming; 2) to ascertain which program areas were available and the numbers of handicapped students that were enrolled in these programs; 3) to ascertain the types of support systems that were being used for mainstreamed classes and the function of the special education personnel; 4) to determine the types and numbers of handicapped students that were being mainstreamed; 5) to investigate the types of teacher training programs that were being used and the experiences of the regular classroom teacher; and 6) to determine the problems encountered in mainstreaming. Findings included that the educable mentally impaired were mainstreamed at the most locations, while the emotionally impaired were mainstreamed least; that the majority of regular classroom teachers had received some training to aid them in working with handicapped students; and that parents of handicapped students and special education staff tend to be most supportive of mainstreaming, while regular teachers and parents of normal students tend to be least supportive. (Author/SBH)

ED 132 768

EC 092 068

Delaney, Ann K.

Developing a Quality-Control Mechanism for Evaluation and Placement of Exceptional Children: Educational Based Appraisal System.

Pub Date 76

Note—107p.; Maxi II Practicum Report, Nova University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Demonstration Projects, *Educational Diagnosis, Elementary Secondary Education, *Handicapped Children, *Individualized Curriculum, *Individualized Instruction, *Practicums, *Program Development, Program Effectiveness, Student Evaluation, Student Placement

Identifiers—Educational Based Appraisal System, Texas (Collin County)

Described is the development of the Educational Based Appraisal System, a model whereby educational diagnosticians and teachers in Collin County (Texas) could work together in developing effective individual educational programs for exceptional children. Sections cover the following topics: statement of the problem, conceptualizing a solution, developing a practicum design (which includes referral; screening; data analysis; comprehensive individual assessment; involvement of an admission, review, and dismissal committee; dissemination of the written educational plan; and program evaluation), ascertaining the required inputs, executing a practicum, evaluating results of the practicum, suggesting further applications, and following up. It is noted that the model proved to be a useful quality control mechanism. Appended are tables showing the effectiveness rating of special education supportive services in Collin County and effectiveness rating of educational plan forms. (SBH)

ED 132 769

EC 092 200

Burger, Robert M. And Others

A Model for T.M.R. Employment: Final, Two-Year Report. September 1, 1974 to June 30, 1976.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—7400-1H

Pub Date Oct 76

Note—136p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Guides, Demonstration Projects, Elementary Secondary Education, *Employment, Information Dissemination, *Inservice Teacher Education, Mentally Handicapped, *Prevocational Education, Program Evaluation, State Programs, *Trainable Mentally Handicapped, *Vocational Education

Identifiers—*Pennsylvania

A 2-year project provided inservice training to school personnel involved in vocational education and placement of trainable mentally retarded students in Pennsylvania. Project activities included a review of the literature, the development of task analysis training techniques, the compilation of a procedural manual and a job placement guidebook, the development of inservice training procedures, and the dissemination of training techniques. Program evaluation included summative and formative phases, the use of locally constructed questionnaires, and voluntarily arranged on-site visits by selected experts. Among dissemination activities were presentation at meetings of professional organizations, distribution of curriculum monographs to appropriate Pennsylvania agencies, and distribution of sound slides and a sound movie illustrating training techniques and task analysis. Two major curriculum guides were produced: Volumes VI and VII of the series, "Training for Independence" ("Preacademic Skills" and "Prevocational Skills"). Models for use of criterion referenced measurements, task analysis techniques, and methods-time-measurement procedures were conceptualized and disseminated through professional agency channels. (Author/DB)

ED 132 770

EC 092 201

Hayes, Robert B. And Others

Special Education Quality Cost-Effectiveness Study.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Oct 76

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cost Effectiveness, *Delivery Systems, Educational Accountability, *Educational Quality, Elementary Secondary Education, Exceptional Child Research, *Handicapped Children, *Program Costs, Program Evaluation, Special Education, *State Programs

Identifiers—Pennsylvania

Investigated with a random sample of classes for each of five categories of exceptionality—educable mentally retarded, trainable mentally retarded, socially and emotionally disturbed, brain injured, and physically handicapped—were the costs of special education in Pennsylvania elementary and secondary schools in relation to its quality. Data were analyzed for four major study components: (1) inputs (such as instructional setting), (2) outputs (student achievement and social competence), (3) costs, and (4) the relationships among inputs, outputs, and costs. Results indicated that special education pupils showed significant progress in basic skills and social maturity in the 1975-76 school year, that social maturity and achievement increases with chronological age, that the quality of special education instruction and programs is generally good, that costs of special education vary considerably within each category of exceptionality, that costs of special education did not consistently correlate with quality of instructional programs, and that costs of special education did not consistently correlate with achievement gains, but some relationship was discernible. (Findings are presented in 15 figures and 30 tables which make up the bulk of the document.) (Author/IM)

ED 132 771

EC 092 202

Broome, Elizabeth, Ed. And Others

Teaching and Learning Creatively.

North Carolina State Dept. of Public Instruction,

Raleigh. Div. for Exceptional Children.

Pub Date 76

Note—44p.; Third Annual Publication resulting from the 1975 Teacher Training Institute of the Governor's School

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Creative Activities, *Creativity, Elementary Secondary Education, Exceptional Child Education, *Gifted, *Inservice Programs, Learning Activities, Resource Guides,

*Teacher Developed Materials, Teacher Improvement, Theories

Intended for administrators and teachers of gifted children, the volume presents ideas on creativity developed by the participants in the 1975 Teacher Training Institute at Governor's School in North Carolina. Sections cover the rationale of creativity in the classroom, theoretical background, the creative classroom (including a game for teachers to assess their creativity and a student survey), and ideas for creative activities (a list of 127 ideas). Provided is a bibliography of 37 resources focusing on creativity. Appended are a model for implementing cognitive-affective behaviors in the classroom and a model of the mind. (IM)

ED 132 772 EC 092 203
Child Service Demonstration Center, July 1, 1974 to June 30, 1975. Final Evaluation.

Hillside School, Cushing, Okla.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 75

Grant—OEG-0-73-5264

Note—103p.; Programs for Children with Specific Learning Disabilities P.L. 91-230, Title VI-G; Best Available Copy

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Achievement, *Educational Assessment, Exceptional Child Research, Group Counseling, *Individual Instruction, *Intervention, *Learning Disabilities, *Program Evaluation, Screening Tests, Secondary Education
Identifiers—Biofeedback

Presented is the final evaluation report of a project designed to develop a prescriptive program for learning disabled children (grades 7-12) which included a screening/assessment program with 96 students and the writing and implementation of individual educational programs with 171 students. It is noted that in the area of research and development, a multi-media materials catalogue was produced and a 2-year evaluation design was implemented. Reported for the year 1974-75 is program evaluation involving a comparison of two treatment groups using atypical intervention strategies—group counseling and biofeedback. Among tentative conclusions listed are that biofeedback training produced a consistent positive change in mathematical ability and a significant decrease in underlying anxiety, that biofeedback training produced marked gains in the level of Ss' study habits, and that group counseling produced the strongest gains in reading achievement scores. (IM)

ED 132 773 EC 092 204

Miller, Susan

Tests Used with Exceptional Children: Annotated Bibliography.

Drake Univ., Des Moines, Iowa.

Pub Date 31 Jul 75

Note—98p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Diagnostic Tests, Early Childhood Education, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, *Measurement Instruments, Screening Tests, *Standardized Tests, Student Evaluation

Provided is an annotated bibliography of 86 measurement instruments which are used in screening and formulating diagnoses for exceptional children. The following components are included in each test summary: title, date of the most recent revision, author, range (in terms of chronological age or grade placement), administration (group or individual, time required, and training of administrator), brief description, development (including standardization), reliability (including validity), and name and address of distributor or publisher. Tests are categorized into the following areas: visual and auditory acuity, intelligence, social-emotional, early screening, speech, language and concepts, auditory perception, visual perception and visual-motor integration, gross motor, learning disabilities, reading readiness, reading, arithmetic, and general achievement. (IM)

ED 132 774 EC 092 205
Overs, Robert P. And Others

Avocational Counseling in Milwaukee. Final Report.

Curative Workshop of Milwaukee, Wis. Research Dept.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—H233466

Pub Date May 74

Grant—OEG-0-73-5172

Note—174p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Counseling Programs, Followup Studies, *Handicapped, *Hobbies, *Interest Research, Interest Tests, *Leisure Time, Participant Satisfaction, Personal Interests, Questionnaires, Recreation, Rehabilitation Counseling, Research Projects

Identifiers—*Avocational Counseling

In Milwaukee, 122 handicapped clients from social service agencies participated in a research and demonstration project in avocational counseling over an 8-month period, with followup interviews conducted 1-6 months later with 72 of the Ss. Six avocational interest inventories were reviewed and compared, and five new avocational choice instruments were developed: the Avocational Title Card Sort, the Avocational Picture Card Sort, the Slide Projected Picture Sort, the Magazine Picture Card Sort, and the Avocational Plaque Sort. Twelve audio cassette tapes of interviews with enthusiastic activity participants were recorded. The Milwaukee Avocational Satisfaction Questionnaire was developed by adapting items from the Minnesota (job) Satisfaction Questionnaire. Results indicated that the most important dimensions in attaining satisfaction were degree of competence in the activity and interpersonal relationships. Only 8% of the Ss were not satisfied with their activities, according to followup studies. (Recruitment form letters are appended. Video tapes of avocational counseling were prepared which are available for a rental fee.) (Author/IM)

ED 132 775 EC 092 206

Modified Primary Program for Children with Learning Disabilities. July 1, 1973 - June 30, 1974. Final Report on Products and Results of Year's Work.

Anchorage Borough School District, Alaska.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—H223155

Pub Date Jun 74

Note—114p.; Some pages may be marginally legible. Reproduced from best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Involvement, Family Involvement, Identification, Information Dissemination, Inservice Teacher Education, *Learning Disabilities, Primary Education, *Program Descriptions, Program Evaluation, Research Proposals, Staff Improvement
Identifiers—*Alaska (Anchorage)

Outlined are the 1973-1974 activities of the Modified Primary Program for Children with Learning Disabilities in Anchorage, Alaska. Discussed is work revolving around the project's eight objectives which include the establishment of assessment procedures to identify potential learning disabled children at an early age, the provision of in-service training for five regular primary teachers who will be assigned to modified primary classes, and the operation of four modified primary classes in which individually prescribed educational programs are provided. Detailed are such program areas as child screening and assessment, staff development, program evaluation, parental and community involvement, and research activities. Included among appendixes are information on dissemination activities and materials, statistical data showing evidence of progress made by children in modified primary classes, and an outline of staff development activities. (SBH)

ED 132 776 EC 092 207

Public School Model Service Center Providing Prompt Analysis of Learning Disabilities. Final Evaluation Report 1971 - 1974.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—H-12-7138A

Pub Date Sep 74

Grant—OEG-0-71-4424(604)

Note—535p.; Charts may be marginally legible due to print quality of original

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*Demonstration Projects, Elementary Secondary Education, Exceptional Child

Education, *Inservice Teacher Education, *Learning Disabilities, Parent Role, *Program Descriptions, *Program Evaluation, Special Education Teachers, *Student Evaluation, Teachers, Teacher Workshops
Identifiers—California

Presented is the final evaluation report of the third year of a project to develop a model for providing prompt analysis of learning disabilities, intensive specialized teaching, support to parents and regular teachers, and a practicum for specialist teachers in California. Sections cover the following: historical background of the project, evaluation methodology, implementation of the model in the San Francisco Unified School District, conclusions, definitions of intervention terms, implications, guidelines for project operators, staff development, and replication activities. Outlined in a section on the analysis of project objectives are the assessment tools and intervention techniques utilized, and measured outcomes regarding target behaviors. The bulk of the document consists of appendixes which include a summary of dissemination activities, sample workshop evaluation forms, and non-commercial materials used in workshops. Also appended is an evaluation report on program activities over 3 years relating to the following objectives: enhancement of behavior and/or academic skills for students with learning and/or behavioral disabilities; development of special teachers' skill in planning and implementing intervention for educationally handicapped students and assisting other on-site staff in sharing the instructional responsibility; development of regular teachers' skills in identification, assessment, and instruction of students with learning disabilities; implementation of alternative patterns of service by support personnel; and working with teacher-training institutions to provide opportunities to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction, and consultation. (SBH)

ED 132 777 EC 092 208

Moore, George H.

Teaching Vocabulary and Linguistic Concepts to Pre-Lingually Hearing-Impaired Children by Means of Programmed Instruction. Final Report.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—H232441

Pub Date 31 Oct 73

Grant—OEG-0-72-5425

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Instruction, *Aurally Handicapped, Elementary Secondary Education, Exceptional Child Research, *Individualized Instruction, *Individualized Programs, *Linguistics, *Program Development, Program Evaluation, Teaching Machines, *Vocabulary Development

The research project addressed itself to the problem of mastering the meaning of multiple-meaning words by 17 prelingually hearing-impaired children (8-14 years old). It was hypothesized that it should be possible to develop programmed instruction using visuals and vocabulary appropriate for a given designated group which could be individually presented to a student with a degree of learning to be expected to take place. Ten multiple-meaning words with 40 meanings were programmed, with accompanying pre-tests. The programs were presented by means of a teaching machine which provided both visual and auditory stimuli, the latter, individually amplified for each testee. Inadequate allotment of time for the project precluded full developmental field testing. The presentation of the programs and tests differed in that in one school they were given by the program director. In the schools in which the programs and testing were a part of the regular school program—i.e., presented by the classroom teacher, scores increased to a statistical significance. Results indicated that individualized program instruction can be productive in teaching vocabulary and linguistics to hearing-impaired children if made a part of the regular program. (Included among appended material are an outline of objectives for each program unit, sample test frames for one unit, and tables with statistical data.) (SBH)

ED 132 778

EC 092 210

Gabinet, Lailie

The Parenting Program for the Prevention of Child Abuse.

Cleveland Metropolitan General Hospital, Ohio.

Note—10p.; Best Available Copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Abuse, Child Rearing, Counselor Training, Early Childhood Education, Exceptional Child Services, *Home Visits, Parent Counseling, *Parent Education, *Prevention, *Program Descriptions, Therapy

Identifiers—*Neglected Children

Described is the Parenting Program for the Prevention of Child Abuse which employs home visits to upgrade home environments and to prevent physical abuse of children up to 6 years of age. The program is noted to focus on four major areas: psychological support of the parent; obtaining social services (including health services, educational programs, and financial assistance) that are needed; resolution of inner conflicts which contribute to the danger of child abuse; and parent education in the area of parenting skills. Also explained are factors considered when making referrals to the Parenting Program, specific evaluation and treatment functions, and training of therapists. (SBH)

ED 132 779

EC 092 211

Bartholomew, Robert Meyer, Bonnie

Developing and Evaluating Learning Devices for Exceptional Children.

Tompkins-Seneca-Tioga Board of Cooperative Educational Services, Ithaca, N.Y.

Spons Agency—J.M. McDonald Foundation, Inc. Cortland, N.Y.

Note—23p.; Best Available Copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Equipment Evaluation, Exceptional Child Research, *Handicapped Children, *Instructional Materials, Learning Processes, *Material Development, Mentally Handicapped, Skill Development, *Toys, *Trainable Mentally Handicapped

A research project was conducted to develop and evaluate learning products that will assist exceptional children in learning specific skills. To investigate the learning processes of exceptional children, data was gathered from site visits, interviews, observations, relevant literature, copies of curriculum and evaluation forms for exceptional children, and inquiries to 43 toy and educational equipment manufacturers. Differences in learning processes between normal and exceptional children were examined, and various skill development areas were outlined. A list of desired product attributes (such as simplicity and ease of manipulation) were drawn up as an initial step in product development. Five of the learning devices developed (the visual discrimination puzzle, perceptual development cards, body parts puzzle, number puzzle, and measuring device) were tested with 17 children (5 1/2-13 years old) attending primary and intermediate classes for the trainable mentally retarded. Results indicated that use of each of the learning devices increases Ss ability to perform on these devices as well as to apply the skills and concepts to similar, more practical situations. In addition, performance improvement was maintained over time without further contact with four of the five devices (some forgetting over time did occur with the measuring device). (SBH)

ED 132 780

EC 092 212

Dickman, Irving R., Comp.

Thinking/Learning/Doing Advocacy: A Report on the National Advocacy Project of United Cerebral Palsy Associations, Inc.

United Cerebral Palsy Association, New York, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date 75

Grant—OEG-0-72-5314

Note—131p.

Available from—United Cerebral Palsy Association, Inc., 66 East 34th Street, New York, N.Y. 10016

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Child Advocacy, *Civil Liberties, Delivery Systems, *Demonstration Projects, Guidelines, *Handicapped, Legislation, Models, Ombudsmen, *Program Descriptions, Program Development

Identifiers—*Developmental Disabilities

Described is the National Advocacy Project of the United Cerebral Palsy Association involving demonstration projects and model programs advocating the legal and human rights of the person with a developmental disability and his family. Goals and objectives of the project are listed as follows: improving the effectiveness of agencies and services to disabled children and adults; involving community residents; training and educating professionals, community residents, and consumers in the advocacy approach; identifying and testing advocacy approaches leading to necessary legislation; self-evaluation of the effectiveness of each project model and its components; disseminating the results of the project; and promoting replication of successful models, components, and techniques. Descriptions of project model sites in New York State, San Mateo and Santa Clara Counties, and Milwaukee; and replication sites in Greater Kansas City, Rhode Island, and Illinois are given. Problems and ways to involve consumers are discussed, and guidelines for program development are provided. Appendixes include advocacy model goals and objectives, copies of pamphlets, a list of legal issues, and a list of resource materials. (IM)

ED 132 781

EC 092 213

McCarthy, Jeanne McRae

A Public School Program of Remediation for Children with Specific Learning Disabilities. Final Report.

Schaumburg Community Consolidated School District 54, Ill.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—6-2003

Pub Date Oct 73

Grant—OEG-3-6-062003-1583

Note—239p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Case Studies, *Delivery Systems, *Demonstration Projects, Educational Programs, Elementary Education, Exceptional Child Research, *Identification, Intervention, Itinerant Clinics, *Learning Disabilities, *Program Descriptions, *Remedial Instruction, Resource Units, Social Behavior

Described is a research and demonstration program for elementary school children with specific learning disabilities (LD), involving diagnostic services for 1,238 Ss and individually prescribed remediation for 990 Ss over a 3-year period. Eight chapters cover the following: organization, administration, and delivery of services; a comparison of the efficacy of resource and itinerant programs; a hierarchical grouping approach to the characteristics of the Ss; a developmental first grade program; the social behaviors of LD children; three selected case studies; remediation; and a summary of the findings. It is noted that the program is based on a diagnostic-remedial model involving the regular classroom teachers. Among conclusions reported are that LD Ss in the itinerant program appeared to do better than resource room children, that Ward's hierarchical grouping technique appeared to be a suitable technique for handling data on handicapped children, and that subgroups of LD children were described using this method. (Author/IM)

ED 132 782

EC 092 350

Frederick, Calvin J.

Trends in Mental Health: Self-Destructive Behavior Among Younger Age Groups.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-ADM-76-365

Pub Date May 76

Note—14p.

Available from—National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852 [Publication No. (ADM) 76-365]

Journal Cit—Keynote; v4 n3 p3-5 May 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, *Behavior Problems, Counseling, Emotionally Disturbed, *Identification, *Prevention, *Suicide, Young Adults

The pamphlet discusses methods of recognizing and responding to behavior that can culminate in suicide, with emphasis on adolescents and young

adults. Incidence and types of behavior—self-assaultive, self-destructive, and suicidal—are described, clues to aid in the identification of potential suicides are provided, and ten preventive steps are recommended. (IM)

ED 132 783

EC 092 351

Griffin, Thomas E.

A Comparison of the Cognitive Styles of Deaf Students with the Cognitive Styles of Hearing Students.

Pub Date 76

Note—81p.; A major applied research project presented in partial fulfillment of the requirements for the degree of Doctor of Education; Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Aurally Handicapped, Cognitive Processes, *Cognitive Style, Community Colleges, *Deaf, Exceptional Child Research, Higher Education, *Individual Characteristics, Learning Modalities

A study involving 25 deaf students mainstreamed in a community college was conducted to investigate differences in cognitive styles between deaf and hearing students. Both normal hearing and deaf students responded to a cognitive style inventory which consisted of 216 descriptive statements with which each student assessed himself in terms of "usually", "sometimes", or "rarely". Cognitive style was studied in terms of three sets of influences: (1) symbols and their meanings, (2) cultural determinants of the meanings of symbols, and (3) modalities of inference. Among findings were that deaf students tend to receive theoretical information more readily if presented and/or interpreted in an auditory quantitative format; that culturally, deaf students are more associate oriented than hearing students, while hearing students are more individual oriented than deaf students; and that hearing students tend to be appraisers in making inferences while deaf students infer more from relationships. Findings pointed out some major differences in cognitive styles that could greatly affect the teaching and learning processes. (Author/SBH)

ED 132 784

EC 092 352

Grotzky, Jeffery N., Ed. And Others

The Concept of Mainstreaming: A Resource Guide for Regular Classroom Teachers.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Bureau No—H000455

Pub Date 76

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Drug Therapy, *Educational Needs, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, Individualized Programs, Mathematics, Parent Counseling, Parent Teacher Cooperation, Referral, *Regular Class Placement, Social Problems, Student Evaluation, *Teacher Role, *Teaching Guides

Intended for regular classroom teachers, the guide provides information on the educational needs of exceptional children who will be mainstreamed into the regular classroom. Data is presented in the form of answers to 35 questions which cover the following areas: definition and purpose of mainstreaming; developing student instructional programs; ways to handle social problems; referral procedures; treatment of students with medication; identification of and assistance with motor difficulties, auditory perceptual difficulties, and visual perceptual difficulties; suggestions for developing a mathematics program; commercially available criterion-referenced or concept-referenced tests for mathematical diagnosis; and the parent-teacher relationship. Also provided are a list of recommendations regarding parent counseling and an outline with information on visual perception, auditory perception, perceptual integration, language, and gross and fine motor skills. (SBH)

ED 132 785

EC 092 353

Ethnic Background in Relation to Other Characteristics of Hearing Impaired Students in the United States. Series D, No. 15.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 75

Note—45p.; Data from the annual survey of hearing impaired children and youth
Available from—Gallaudet College Book Store, Washington, D.C. 20002 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Aurally Handicapped, *Demography, Elementary Secondary Education, *Ethnic Distribution, Etiology, Exceptional Child Research, *National Surveys, Preschool Education, *Racial Distribution, *Statistical Data

Information, obtained from the annual survey of the Office of Demographic Studies, on the ethnic background of 44,000 hearing impaired students in special education programs in 1972-73 was related to other key demographic characteristics and to national and regional population figures. Data is presented for the categories of White, Black, Spanish-American, other, and unknown in the following areas: special education and general population, geographic regions and states, type of educational program, age and sex, degree of hearing loss, age at onset of hearing loss, cause of hearing loss, additional handicapping conditions, hearing status of parents, and degree of integration. Appended are a paper describing the Office of Demographic Studies, a basic data form used in the 1972-73 annual survey, and a list of programs participating in the survey. (SBH)

ED 132 786 EC 092 354
Child Services Demonstration Center Evaluation.

Summary Report. (ESEA VI-G).
Colorado State Dept. of Education, Denver.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—SES-2-600

Pub Date Sep 74

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Case Studies, Diagnostic Teaching, Educational Diagnosis, Elementary Education, Exceptional Child Education, *Learning Disabilities, *Program Descriptions, *Program Evaluation, *Staff Role, Student Evaluation, *Teamwork

Identifiers—Colorado

Presented is the final report of Colorado's Child Services Demonstration Project, designed to develop, implement, and evaluate a team staffing program to aid children with specific learning disabilities. The program is described in terms of rationale, replication, children served, staff activities (educational diagnosis, prescriptive programming, implementing instruction, and educational evaluation), and operating costs. Data from evaluation of the seven replication units is noted to reveal that considerable variation as to the comprehensiveness and organization of the diagnostic work-up was evidenced; that there was some evidence that some activities were being recommended for all children without regard to the specific needs of the children involved; and that evaluators varied considerably from carefully observing student performance and charting progress to little or no attention to student performance and emerging needs. Recommendations are summarized which pertain to program operation, adoption or implementation, and further study. Appended are a typical case study of a learning disabled kindergarten child which includes a diagnostician's report, a programmer's report, an implementer's report, and an evaluator's report; information which includes program documents, program role statements, and program typical forms used; and an outline on evaluation methodology. (SBH)

ED 132 787 EC 092 356
Polley, Dale Ogden, John A.

Model Resource Center for Children with Learning Disabilities.

Adams County District 50 Public Schools, Westminster, Colo.; Colorado State Dept. of Education, Denver; University of Northern Colorado, Greeley. School of Special Education and Rehabilitation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jan 72

Note—31p.; Best available copy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Demonstration Projects, Elementary Education, Exceptional Child Education, *Intervention, *Learning Disabilities, *Models, Program Evaluation, *Resource Centers, Staff Utilization, State Programs

Identifiers—Colorado

Presented is a description of the operational procedures of a model resource center for educationally handicapped elementary school children in Colorado and the replication strategy to be used. Emphasized are the differentiated staffing patterns. Appended are tables of statistical data and evaluation forms. (IM)

ED 132 788 EC 092 357
Jordan, June B., Ed. And Others

Early Childhood Education for Exceptional Children: A Handbook of Ideas and Exemplary Practices.

Council for Exceptional Children, Reston, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 77

Note—310p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$10.00, Publication No. 148)

Document Not Available from EDRS.

Descriptors—Conceptual Schemes, Cultural Differences, Curriculum, *Delivery Systems, Early Childhood Education, Exceptional Child Education, *Federal Programs, Gifted, Guidelines, *Handicapped Children, Identification, Instructional Staff, *Legislation, Needs Assessment, Parent Role, Physical Facilities, *Program Descriptions, *Program Evaluation, Screening Tests, Standardized Tests, Student Records

Identifiers—First Chance

Intended as a guide for educators and researchers, the volume provides ideas and program descriptions in the field of education for young exceptional children. An introductory chapter (J. De Weerd) presents an overview of education for handicapped children and describes the establishment under the Bureau of Education for the Handicapped (BEH) of the Handicapped Children's Early Education Program, sometimes known as the First Chance Program. Presented are a review of relevant legislation, descriptions of existing programs, and guidelines to aid in the development of new programs in the field of early childhood education for the handicapped in chapters with the following titles and authors: "The Enabling Legislation: How Did It All Begin?" (J. Harvey), "Alternative Models for Delivering Services to Young Handicapped Children" (M. Karnes and R. Zehrbach), "Identification, Screening, and Assessment" (A. Hayden and E. Edgar), "Record Keeping" (H. Fredricks, et al), "Curriculum and Instruction" (M. Wood and O. Hurley), "Special Program Needs of the Culturally Diverse Child" (J. Harvey), "Physical Facilities and Environments" (M. Jones), "Parent Involvement" (M. Shearer and D. Shearer), "Multiple Staffing Patterns" (A. Hayden and E. Gotts), and "Evaluation of Programs" (C. Huberty and W. Swan). Appended are a directory of BEH First Chance Projects listed by states, and a listing, by title, of standardized tests used by BEH First Chance Projects. (IM)

ED 132 789 EC 092 358
Career Opportunities: Teaching Children with Special Needs. (Revised).

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 76

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Employment Opportunities, Exceptional Child Education, *Handicapped Children, Occupational Choice, *Professional Education, *Special Education Teachers, Vocational Interests

Identifiers—North Carolina

The illustrated brochure covers special education career opportunities in North Carolina. Described briefly are exceptional children, and listed are employment opportunities and North Carolina colleges and universities which offer professional training in special education. The following handicaps are individually discussed: physically impaired, hearing impaired, speech/language impaired, visually impaired, learning dis-

abled, emotionally handicapped, gifted and talented, and mentally handicapped. Briefly noted are psychological services, services for deaf-blind, the state service delivery system, and the organization of regional services. (IM)

ED 132 790 EC 092 359

Brown, Lou And Others

Madison's Alternative for Zero Exclusion: Papers and Programs Related to Public School Services for Severely Handicapped Students. Volume VI, Part I.

Madison Public Schools, Wis. Dept. of Specialized Educational Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Pub Date Nov 76

Contract—OEC-0-73-6137; OEC-0-74-7993

Grant—8-3818/S114

Note—448p.; For related documents see, ED 100 099 - EC 100 101, ED 116 385, and EC 080 757 - EC 080 766

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—Conceptual Schemes, Daily Living Skills, *Delivery Systems, Exceptional Child Research, Home Economics Education, Interpersonal Competence, Job Skills, *Models, Money Management, Secondary Education, *Severely Handicapped, Sex Education, *Special Programs, *Teaching Methods, Vocational Aptitude

Identifiers—Wisconsin (Madison), Zero Exclusion

Presented is part of a collection of reports related to the teaching of severely handicapped students in the Madison, Wisconsin, Metropolitan School Districts. Services for secondary age students are described in seven reports with the following titles and authors: "The Criterion of Ultimate Functioning and Public School Services for Severely Handicapped Students" (L. Brown, J. Nietupski, and S. Hamre-Nietupski), "A Review of Secondary Level Educational Service Delivery Models for Severely Handicapped Students in the Madison Public Schools" (N. Certo, K. Belmore, T. Crowner, and L. Brown), "Teaching Selected Sex Education and Social Skills to Severely Handicapped Students" (S. Hamre-Nietupski and W. Williams), "A Job Skill Inventory Strategy for Use in a Public School Vocational Training Program for Severely Handicapped Potential Workers" (K. Belmore and L. Brown), "Supermarket Shopping: Teaching Severely Handicapped Students to Generate a Shopping List and Make Purchases Functionally Linked with Meal Preparation" (R. Nietupski, N. Certo, I. Pumpian, and K. Belmore), "Making Purchases: A Functional Money-use Program for Severely Handicapped Students" (N. Certo and B. Swetlik), and "Teaching Severely Handicapped Students to Function as Dishwashers in Simulated and Natural Work Settings" (R. Schwartz). (IM)

ED 132 791 EC 092 360
Smith, Frank Tupper, Jr. Smith, Jill

The Exceptional Child and the Law: Annotated Bibliography.

National Association for Retarded Citizens Library, Arlington, Tex.

Pub Date 75

Note—20p.

Available from—National Association for Retarded Citizens Library, P.O. Box 6109, 2709 Avenue E East, Arlington, Texas 76011

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Child Advocacy, *Civil Liberties, Educational Accountability, Family Problems, *Handicapped, *Legal Aid, *Legislation, Medical Treatment, Psychologists, Resources, Responsibility, Social Responsibility

Intended to help those concerned with the rights and privileges of the handicapped, the bibliography cites approximately 150 print and non-print sources of information on legislation and advocacy for the exceptional individual. Four major sections cover the following: (1) legal factors and problems within the family setting; (2) legal factors and problems in dealing with society at large, and the specific issues society must face relevant to exceptionality; (3) legal factors and problems within the educational setting (including the impact of litigation and legislation on the educational environment), and the professional responsibility and liability of special educators; and (4) legal factors and problems within the

medical or psychological service setting, and effects on the medical and psychological professions. Citations include author, title, source, and availability of the resource materials. (IM)

ED 132 792 EC 092 361
Assessment of Present United States Office of Education Delivery System to Gifted and Talented Children and Youth. Report to United States Office of Education.

Little (Arthur D.), Inc., Cambridge, Mass.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Report No.—73529
 Pub Date 30 May 71
 Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—*Delivery Systems, *Educational Programs, Elementary Secondary Education, Exceptional Child Research, *Gifted, Government Role, National Surveys, Needs Assessment, *Program Evaluation, *Talented Students

Reported are the findings of an assessment of the U.S. Office of Education (USOE) delivery system for educational programs to gifted and talented children at the elementary and secondary level. The report is divided into four sections: part I, which covers the purpose and origins of the study, the methodology used, a summary of results, and a framework for further programming; part II, which contains the information concerning USOE programs serving gifted and talented students that was uncovered through interviewing USOE personnel; part III, which includes descriptions of what happens operationally to program priorities and decisions at each level within the hierarchy of a delivery system, starting at the federal level, with the end purpose of affecting the classroom activities and programs of elementary and secondary school children; and part IV, in which lists are provided of a series of strategies that USOE might follow in setting up an internal agency for gifted and talented students. It is concluded that there is virtually no USOE delivery system of educational programs for the gifted and talented students in the county. Major factors accounting for this situation are noted to include lack of public support for emphasis on gifted and talented children except by parents of such children; no categorical federal legislation which establishes gifted and talented children as a targeted population; the nonintervention relationship of the federal government to state and local educational agencies; and lack of federal or national educational focus on and leadership within the area. (SBH)

ED 132 793 EC 092 362
Recreation Programs for the Handicapped.

Iowa Univ., Iowa City. Recreation Education Program.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date [76]

Note—31p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Miami, Florida); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, *Handicapped, Leisure Time, Mentally Handicapped, *Normalization (Handicapped), Objectives, Personnel, Physically Handicapped, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys

Identifiers—Florida (Miami)

Presented are duplications of the responses given by Recreation Programs for the Handicapped (Miami, Florida) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (mentally and physically handicapped children and adults in Dade County); primary activities (recreation and leisure programs mixed with community survival skill training); primary facilities used (park facilities, com-

munity schools, group homes, and junior college settings); staffing (45 individuals—recreation specialists and recreation leaders); total budget (\$300,000) and primary sources of support (federal funds, grants, and City of Miami General Funds); and values and goals achieved through the program (development of independence and social skills that lead to enjoyable use of leisure time). A copy of the completed survey form is also provided. (SBH)

ED 132 794 EC 092 363
Berkeley Outreach Recreation Program.

Iowa Univ., Iowa City. Recreation Education Program.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date [76]

Note—28p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Berkeley, California); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Physically Handicapped, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys

Identifiers—*Berkeley Outreach Recreation Program, California (Berkeley)

Presented are duplications of the responses given by the Berkeley Outreach Recreation Program (California) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (all physically handicapped persons in the Bay area); primary activities (swimming and gymnastics, cooking, dance, trips and overnights, and wheelchair track and field); primary facilities used (high school pool, university gymnasium and various recreation center and library meeting rooms); staffing (two program coordinators, a lifeguard, two drivers, a swim specialist, an attendant supervisor, a bookkeeper, and two athletic trainers); total budget (\$25,550) and primary sources of support (grants from the City of Berkeley); and values and goals achieved through the program (providing the physically disabled with opportunities to become involved in innovative and active recreational programs and overcoming basic barriers in public transportation, attendance care, and activities). A copy of the completed survey form is also provided. (SBH)

ED 132 795 EC 092 364
ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation).

Iowa Univ., Iowa City. Recreation Education Program.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date [76]

Note—27p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Hempstead, New York); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Elementary Secondary Education, Exceptional Child Services, Financial Support, *Handicapped Children, Leisure Time, Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Surveys, Young Adults

Identifiers—*ANCHOR, New York (Hempstead)

Presented are duplications of the responses given by ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) (Hempstead, New York) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation,

and voluntary health agency models. Reported are program services in the following areas: the population served (handicapped children from 6-21 years old); primary activities (music, arts and crafts, bowling, swimming, dance, physical education, drama, special events, and field trips); primary facilities used (town parks, schools, commercial bowling alleys, town swimming pool, and points of interest); staffing (23 group leaders, 30 group aides, five substitutes, and approximately 15 specialists); total budget (approximately \$250,000); and values and goals achieved through the program (to provide a recreation program for handicapped children with emphasis on socialization and interaction). A copy of the completed survey form is also provided. (SBH)

ED 132 796 EC 092 365
Nassau County Department of Recreation and Parks.

Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date [76]

Note—31p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Nassau County, New York); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Activities, Adults, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Physically Handicapped, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys

Identifiers—*New York (Nassau County)

Presented are duplications of the responses given by the Nassau County Department of Recreation and Parks (East Meadow, New York) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (disabled adults); primary activities (parties, dances, theatre, swimming, picnic events, and fashion shows); primary facilities used (a large centrally located building with all architectural barriers removed); staffing (a consultant, an administrator, seven recreation leaders, and 15 volunteers); total budget (\$3,900,000) and primary sources of support (county funds); and values and goals achieved through the program (to provide community based programs, integrated with the non-disabled and aimed at social integration). A copy of the completed survey form is also provided. (SBH)

ED 132 797 EC 092 366
King County Division of Parks and Recreation.

Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date [76]

Note—30p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Seattle, Washington); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, Leisure Time, *Mentally Handicapped, *Normalization (Handicapped), Objectives, *Older Adults, Personnel, *Physically Handicapped, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys

Identifiers—*Washington (King County)

Presented are duplications of the responses given by the King County Division of Parks and Recreation (Seattle, Washington) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized

as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: population served (mentally retarded, physically disabled, and senior adults); primary activities (sports and games, arts and crafts, dance, drama, music, socialization, and outdoor recreation); primary facilities used (parks, pools, recreational centers, and schools); staffing (three full-time recreation specialists, 10 leaders, 29 aides, and 259 volunteers); total budget (\$199,276) and primary sources of support (King County government—general property tax); and values and goals achieved through the program (to provide diversified leisure services to special populations in King County). A copy of the completed survey form is also provided. (SBH)

ED 132 798 EC 092 367

Avocational Counseling for the Elderly.
Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [76]

Note—21p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Milwaukee, Wisconsin); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Activities, Budgets, *Community Programs, *Counseling, Demonstration Projects, Financial Support, *Hobbies, Leisure Time, Objectives, *Older Adults, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Surveys
Identifiers—Wisconsin (Milwaukee)

Presented are duplications of the responses given by Avocational Counseling for the Elderly (Milwaukee, Wisconsin) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (men and women 55 years and older); primary activities (retirement leisure planning, leisure counseling, avocational information, and referral); primary facilities used (public and private facilities throughout the area); staffing (a project director, an avocational counselor, a research assistant, a follow-up interviewer, and five college students); total budget (\$74,201) and primary sources of support (federal funds from the Administration of Aging); and values and goals achieved through the program (to demonstrate the impact of avocational counseling with the elderly). A copy of the completed survey form is also provided. (SBH)

ED 132 799 EC 092 368

Leisure Services.
Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [76]

Note—23p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Plainwell, Michigan); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, *Handicapped, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Surveys, Vocational Rehabilitation
Identifiers—Michigan (Plainwell)

Presented are duplications of the responses given by Leisure Services of the State Technical Institute and Rehabilitation Center (Plainwell, Michigan) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary

health agency models. Reported are program services in the following areas: the population served (individuals in Michigan needing vocational rehabilitation); primary activities (swimming, crafts, art, exercise, games, and outdoor recreation and sports); primary facilities used (a recreation building, fields, a putting range, tennis courts, and a lake); staffing (a consultant, an administrator, six recreational leaders, and two aides); total budget (\$6,300) and primary sources of support (contributions, fees and charges, and the Vocational Rehabilitation operating budget); and values and goals achieved through the program (activity skill acquisition, normalization, and leisure fulfillment). A copy of the completed survey form is also provided. (SBH)

ED 132 800 EC 092 369

Recreation Service Handicapped Inc.
Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [76]

Note—29p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Memphis, Tennessee); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, *Handicapped, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys
Identifiers—Tennessee (Memphis)

Presented are duplications of the responses given by Recreation Service Handicapped (Memphis, Tennessee) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: population served (handicapped individuals of all ages); primary activities (swimming, social activities, dances, arts and crafts, Brownies, counseling and guidance, and personal guidance); primary facilities used (recreation center and bowling lanes); staffing (one supervisor and five recreation aides); total budget (\$45,000) and primary sources of support (County and City Park Commission Fund Raising); and values and goals achieved through the program (a therapeutic recreation program for all handicapped people). A copy of the completed survey form is also provided. (SBH)

ED 132 801 EC 092 370

Los Angeles County Parks and Recreation.
Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [76]

Note—30p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Los Angeles, California); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, *Handicapped, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys
Identifiers—California (Los Angeles)

Presented are duplications of the responses given by the Los Angeles County Parks and Recreation Rehabilitation Unit (California) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: population served (all types of disabilities); primary activities (music, drama, sports,

camping, motor development, arts and crafts, swimming, behavior modification, and leisure skills); primary facilities used (county parks); staffing (a recreation specialist III, two recreation specialist II's, one recreation specialist I, and 30 recreation specialist aides); total budget (\$150,000 for salaries) and primary sources of support (county); and values and goals achieved through the program (leisure skills, mainstreaming, increases self esteem, and normalization). A copy of the completed survey form is also provided. (SBH)

ED 132 802 EC 092 371

Maine-Niles Association of Special Recreation.
Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [76]

Note—29p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Skokie, Illinois); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, *Handicapped, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys
Identifiers—Illinois (Skokie), Maine Niles Association for Special Recreation

Presented are duplications of the responses given by Maine-Niles Association of Special Recreation (Skokie, Illinois) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: population served (handicapped of all ages); primary activities (swimming, arts and crafts, dance, drama, educational activities, outdoor recreation, sports, and social activities); primary facilities used (park facilities, schools, bowling alleys, and pools); staffing (an administrator, three recreation supervisors, 80 part-time recreation leaders, and 25 volunteers); total budget (\$184,934) and primary sources of support (special district funds, concessions, fees and charges, and city parks and recreation funds); and values and goals achieved through the program (equality of opportunity, normalization, social skill acquisition, physical fitness, leisure fulfillment, self expression, and cultural enrichment). A copy of the completed survey form is also provided. (SBH)

ED 132 803 EC 092 372

Recreational Services for the Handicapped.
Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [76]

Note—27p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Baltimore, Maryland); For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, *Handicapped, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys
Identifiers—Maryland (Baltimore)

Presented are duplications of the responses given by Recreational Services for the Handicapped (Baltimore, Maryland) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: population served (handicapped children and adults); primary activities (sports, tumbling,

arts and crafts, music, cooking, socializing, camping, swimming, and hiking); primary facilities used (two-room building surrounded by spacious playing fields and a camp); staffing (supervisor, senior center director, full-time recreation leader, three part-time recreation leaders, seven part-time recreation workers, one chauffeur, one arts and crafts specialist, and one music specialist); total budget (\$115,000 for ongoing program and \$97,000 for summer camping program) and primary sources of support (general city funds); and values and goals achieved through the program to provide a (recreational and social outlet for handicapped children and adults with incidental learning experiences. A copy of the completed survey form is also provided. (SBH) Programs;

ED 132 804 EC 092 373

Moersch, Martha S., Ed. Wilson, Ted Y., Ed.
Early Intervention Project for Handicapped Infants and Young Children. Final Report, 1973-1976.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 76

Grant—G007400463

Note—52p.; A "First Chance" Project

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Delivery Systems, Early Childhood Education, Exceptional Child Education, *Handicapped Children, *Identification, *Intervention, Parent Role, *Program Descriptions, Screening Tests, Staff Role

Identifiers—Final Reports, *First Chance, Michigan

Presented is an informal report of a 3-year early intervention project for young handicapped children in Michigan, a part of the Handicapped Children's Early Education Program, sometimes referred to as the First Chance Projects. Sections cover the following topics, an overview of the project; identification and screening; the service delivery process; parent involvement; supportive services; evaluation; staff development activities; dissemination and training; replication and continuation; record-keeping; disciplinary roles (occupational therapist, physical therapist, speech and language pathologist, psychologist, special educator, and child development specialist); administrative issues; and a description of the early intervention developmental profile. (IM)

ED 132 805 EC 092 374

Mann, Ada Jo. And Others

A Review of Head Start Research Since 1969: Working Draft.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 76

Note—200p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annotated Bibliographies, Child Development, Cognitive Development, Community Study, *Disadvantaged Youth, Exceptional Child Research, Family Life, *Literature Reviews, Preschool Education, *Research Reviews (Publications), Social Development

Identifiers—*Project Head Start

Intended for researchers and evaluators, the document presents a review of Head Start research and an annotated bibliography of literature relating to the Head Start Program. Briefly summarized in Part I are the findings and extent of research related to the impact of Head Start in the following five areas: child health, social development of the child, cognitive development of the child, the family, and the community. Part II provides a discussion of the sources, nature, and extent of the Head Start literature identified to date. Presented in Part III are summaries of the individual study findings in each of the five impact areas. The appendices, which make up the bulk of the document, include an annotated bibliography of approximately 700 references to articles on Head Start children, services, or projects; an annotated bibliography of approximately 90 articles related to preschool disadvantaged children and/or compensatory education; and an index of research authors categorized by subject areas (such as cognitive achievement, descriptive studies, and evaluation studies). (IM)

ED 132 806 EC 092 375

Michigan's 1976-77 Pilot Programs for Gifted and Academically Talented Students. Information Report.

Michigan State Dept. of Education, Lansing.

Pub Date Nov 76

Note—28p.; Chapter III "The Gifted Child: Back in the Limelight." has been deleted from this document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, Exceptional Child Education, *Gifted, *Pilot Projects, *Program Descriptions, *State Programs, *Talented Students

Identifiers—*Michigan

Presented is an overview of the gifted and talented students' program funded in Michigan by the State Aid Act (Section 47) and involving 12 elementary and secondary level pilot projects. An introduction includes a history of and general information about the Michigan program for gifted and talented students. Provided are brief descriptions of each of the pilot projects written by personnel directly involved in the project. Names and addresses of contact persons for each of the projects are listed. (IM)

ED 132 807 EC 092 450

Miles, Dorothy S. Fant, Louie J., Jr.

Sign-Language Theatre and Deaf Theatre: New Definitions and Directions. Center on Deafness Publication Series No. 2.

California State Univ., Northridge. Center on Deafness.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 76

Note—55p.; For Number 1 in this series, see ED 123 812

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Acting, Audiences, Aurally Handicapped, *Deaf, *Deaf Interpreting, Guidelines, Manual Communication, Playwriting, *Production Techniques, *Sign Language, *Theater Arts

Offered are guidelines to the development of theatre for, by, and about deaf persons. Various terms used for sign-language theatre and deaf theatre are defined and discussed in an introductory section, and the use of sign language as a theatrical medium is explained. The production of theatre is covered by sections on the history of deaf theatre, selection of material to be produced (including consideration of audience, capabilities of the theatre group, and merit of the material), use of narrators, and technical devices (including settings, blocking, costumes and props, lighting, and sound effects). (IM)

ED 132 808 EC 092 451

Johnson, Leon Londeree, Ben

Motor Fitness Testing Manual for the Moderately Mentally Retarded.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 76

Note—72p.

Available from—American Alliance for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.95)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adapted Physical Education, Awards, Elementary Secondary Education, Group Norms, Mentally Handicapped, Normalization (Handicapped), Performance Tests, *Physical Fitness, *Physical Recreation Programs, *Testing Programs, *Trainable Mentally Handicapped

Identifiers—*Special Fitness Test

The manual provides instructions for adapting the Special Fitness Test and the Special Fitness Test Award System for moderately retarded children. It is noted that major purposes of the test and award system are to motivate youngsters to participate actively in physical education and recreation activities and give them feelings of accomplishment and personal satisfaction. Presented are norms for moderately mentally retarded persons on standard test items (such as flexed arm hang, situps, standing long jump, and 50 yard dash) as well as additional activities appropriate for this population. The testing program and award system are explained, and directions for administering the tests are given. Included are copies of recording forms. (IM)

ED 132 809 EC 092 452

Schneps, Jack A. Katz, David

College and Industry: Partners in the Handicapped Employment Role (CIPHER).

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.

Report No.—CASE-37-76

Pub Date Jul 76

Grant—76-2-77

Note—112p.; For related information, see EC 092 453

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Banking, Career Education, Conference Reports, Educational Needs, *Employment Programs, *Handicapped, *Health Occupations, Health Personnel, *Industry, Insurance Companies, Job Placement, Junior Colleges, *Program Descriptions, Program Evaluation, Questionnaires, State Programs, Technology

Identifiers—New York

Presented is a report of the CIPHER (College and Industry—Partners in the Handicapped Employment Role) program which involved statewide (New York) conference/workshops and a survey to expose industry and community college groups to the work capabilities, aspirations, and educational needs of disabled students. Information is provided on the three phases of the program involving careers in banking and insurance, health careers, and careers in technology. Summarized in the section on the banking and insurance conference/workshops are typical comments of such persons as bank and insurance representatives, college placement officers, and disabled students regarding personnel needs and requirements. Considered in the section on health careers are such topics as an overview of the job market, technological impact, the impact of government, the perceptions of personnel directors, and the job interview. Described next are the conference workshops and questionnaire responses concerning careers in technology including such aspects as the symbiotic relationship between the community college and industry, on-the-job training and cooperative programs, the advocacy role of the job placement officer, sensitizing the college community to the needs of the disabled, and college programs appropriate for the disabled. Summarized are evaluation results of all three phases of the program which were generally positive with such recommendations as increased emphasis on handicaps other than the "wheelchair bound". Appended are the questionnaires and program agendas. (DB)

ED 132 810 EC 092 453

Schneps, Jack A. And Others

Implementation of Strategies for the Handicapped II.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.

Report No.—CASE-36-75

Pub Date Jul 76

Grant—76-1-588

Note—113p.; For related information, see EC 092 452

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, Conference Reports, *Educational Needs, *Handicapped, *Job Placement, *Junior Colleges, State Programs

Presented are the proceedings of two workshop/conferences given during 1974 on the strategies of 2-year colleges in responding to the career education needs of disabled students in New York State. It is noted that a total of 34 New York community colleges and 23 federal, state, and regional institutions sent representatives to at least one of the five conferences. Provided for the first conference are information on background of the conference (including planning and site selection); a summary of job placement strategies during the orientation program (including pre-admission activities, registration, and post-registration career planning workshops); a summary of strategies during the second and third semesters (including interactions among college staff, and work experiences for disabled students); and placement activities during the fourth semester. Included for the second conference are summaries of the keynote address and the following panel discussions: "

Business, Industry, Government and Labor—Attitudes and Realities in the Employment of the Disabled"; "Disabled Students—Looking for Work and on the Job"; "The Community College—An Introductory Look, Where We Were, Where We Are, and Where We Should Be"; and "Affirmative Action and the Employment of the Disabled—Legislation and the Law". Summaries of group discussions are given. Appended are a list of participating colleges and the program agendas. (DB)

ED 132 811 EC 092 454

Goldman, Leo. Flugman, Bert

Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.—CASE-31-76

Pub Date Aug 76

Grant—76-4B-671

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, *Counselor Training, *Physically Handicapped, *Program Descriptions, Senior High Schools, Student Attitudes, *Vocational Counseling

Presented is a report of a project to provide occupational counseling to over 60 physically handicapped high school students. Noted are project goals involving direct and indirect provision of services to the students, the training of counselors through a 1-year internship, and the development of a model for a counseling specialty within the special education framework. Sections are given on the introduction and background of the project, application of the counseling program in the schools, the role model, and a half-day conference held at the end of the year. A major section provides descriptive and comparative student data including characteristics of the student population results of evaluations of students' career maturity and career plans, their ratings of life space, and teacher ratings of students. Noted among conclusions are career maturity characteristics of physically disabled high school students, attitude changes in counseling interns, and transferability of counseling skills to other kinds of handicapped clients. It is concluded that the training model and the service model were both validated by the year's experience. Appended are a listing of materials disseminated by the project, sample newsletters, and a student information form. (DB)

ED 132 812 EC 092 455

Schuchter, Arnold

Child Abuse Intervention: Prescriptive Package.

Boston Univ., Mass. Center for Community Resource Development.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 76

Grant—75-NI-99-0082

Note—171p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00387-7, \$3.50)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Child Abuse, Conceptual Schemes, Decision Making, *Delivery Systems, *Intervention, *Law Enforcement, Legal Responsibility, Medical Treatment, *Models

Written from a criminal justice perspective, the report on child abuse intervention provides a model system that emphasizes prompt medical treatment for the child and due process for both parents and children. The authors recommend that court action take the form of a civil proceeding whenever possible. Part I provides a framework for the prescriptive package on child abuse intervention with chapters on what is known about child abuse; the strategy of the model system (including a review of the literature and an overview of problems in child welfare and the civil and criminal law process); the strategy of the model system (including the definition of child abuse, a hypothetical case study in the model system, and mandatory vs. permissive reporting); and model system development (including

ing the "gatekeeper" and "guardianship" concepts and education and training for system development). Part 2, on the operation of the model system, has chapters on the following topics: the emergency intake, examination, and service process; the law enforcement role in handling suspected child abuse; the civil adjudication strategy and process; and accountability and performance monitoring. The final section is a framework and guide for child abuse decision making and includes a detailed comparison of existing and proposed model systems for handling child abuse intervention, a model decision making guide, and questions and answers on handling child abuse for justice system personnel. (DB)

ED 132 813 EC 092 456

Gifted and Talented Program Guide.

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Pub Date Aug 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Definitions, *Gifted, Guidelines, Identification, *Program Development, *Program Evaluation, *State Programs, Student Characteristics, *Talented Students, Teacher Qualifications

Identifiers—*Arizona

Presented is the guide for gifted and talented programs in Arizona public schools. Included in the first section are definitions of such terms as "gifted", an outline of procedures of the local district to obtain state approval of a proposed program, an application form for program approval, and an outline of a suggested program evaluation. Given in section 2 are developmental and evaluative suggestions on programs for the gifted and talented with such subtopics as leadership and administration, characteristics of gifted and talented children, methods of identifying gifted children, program objectives, program alternatives (such as enrichment and acceleration), the selection of teachers, inservice education, and the role of the principal. Key factors in successful programs for the gifted and talented are identified as including careful selection and training of teachers, a qualitatively different curriculum, and appropriate student selection procedures. (DB)

ED 132 814 EC 092 702

Vassar, William G., Ed.

CONN-CEPT: Connecticut's Programming for the Gifted and Talented.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date 76

Note—74p.

Available from—Area Cooperative Education Services, 800 Dixwell Avenue, New Haven, Connecticut 06511 (\$3.50 post paid, Please make checks payable to: ACES/CONN-CEPT)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, Conceptual Schemes, *Delivery Systems, Educational Accountability, Elementary Secondary Education, Exceptional Child Education, *Gifted, Government Role, Guidelines, Identification, Inservice Teacher Education, Models, *Program Development, *Program Evaluation, *State Programs, *Talented Students

Identifiers—*Connecticut

Intended for school district personnel, the series of 11 articles by professionals in the field is noted to be helpful in designing and developing programs and services for gifted and talented students. Entries are included with the following titles and authors: "Identifying Key Features in Programs for the Gifted" (J. Renzulli); "How To Design, Develop, and Implement a Program for the Gifted and Talented in a Local School District" (W. Vassar); "Identification of the Gifted and Talented" (Renzulli); "In-Service Training Program Model for Professional Personnel in the Education of the Gifted and Talented"; "Issues in Evaluation and Accountability in Special Programs for Gifted and Talented Children" (M. Each); "Key Features—A Practical Model for Program Evaluation" (Renzulli, et al.); "A State Plan for the Education of the Gifted and Talented"; "Connecticut's Comprehensive Model for the Education of the Gifted and Talented" (Vassar); "Descriptions of Some Program Approaches in Connecticut"; "Policies, Procedures, and Guidelines for Gifted and Talented Programs"

(an outline); and "The Federal Role in Education of the Gifted and Talented" (J. Williams). Also provided are bibliographies on the gifted and talented, and creativity (by M. Howard) and a list of potential resources for information concerning the gifted and talented. (SBH)

ED 132 815 EC 092 706

Fotos, Joseph P.

A Model Program to Meet the Needs of the Learning Disabled Child.

Pub Date Aug 76

Note—105p.; Introductory Practicum, Nova University; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Case Studies, Cognitive Development, *Demonstration Projects, Elementary Secondary Education, Exceptional Child Education, Individualized Instruction, *Learning Disabilities, *Learning Laboratories, *Program Descriptions, Program Evaluation, Psychomotor Skills, *Regular Class Placement, *Remedial Instruction, Self Concept

A team led by the author developed and implemented a model program to aid the learning disabled (LD) child in a small school district remote from an intermediate service unit. The program's aims were to help the LD child achieve grade level more readily in the basic skills; to assist him in achieving a higher opinion of himself, his peers, his family, and his school; and to remediate his physical coordination problems. The program contained four basic components: screening, services, evaluation, and refinements. After psychological screening and educational prescriptions for classroom use, students were placed in heterogeneous classrooms for general class work and sent to resource rooms for specialized treatment of their disabilities. Parents and staff surveyed at the conclusion of the program commented on students' improved cognitive, affective, and psychomotor performance/behavior. The model was recommended for institutionalization as a school district program for the learning disabled incorporating 12 specific suggestions to enhance future program development. (Appendixes, making up half of the document, include a list of meetings, visits, and conferences; a sample case report; tables on program costs; information on administrative policy regarding psychological referrals; sample referral forms.) (Author/SBH)

ED 132 816 EC 092 707

Drezek, Wendy

The Infant-Parent Training Program.

Austin - Travis County Mental Health - Mental Retardation Center, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—9p.; For related information, see EC 092 708-711

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Day Care Services, Demonstration Projects, Diagnostic Teaching, Exceptional Child Education, *Handicapped Children, Home Programs, Individualized Programs, *Intervention, *Parent Education, Preschool Education, *Program Descriptions, *Program Evaluation, Therapy

Identifiers—*Infant Parent Training Program

The Infant-Parent Training Program is a model program providing day care, therapy-nursery, and home programs for handicapped children from 0 to 3 years old. Upon intake into the program, both parents and children attend four 1-hour diagnostic sessions during which children are assessed in the areas of cognitive functioning, language functioning, social-emotional functioning, responses to classroom and teaching styles, and motor, neurological, and speech functioning. Parent-child classes are held weekly in which the teacher models specific therapy activities or interaction games, trains the parent, and encourages the parent to elaborate activities to fit his particular interaction style. The day care center program combines elements of "good mothering", traditional preschool activities, and a structured prescriptive approach. Results from evaluations for 1973-74 and 1974-75 show that there were positive qualitative changes in children's behaviors; that children, on the whole, made excellent progress at the preschool level; and that parents' responses were overwhelmingly positive to the program. (SBH)

ED 132 817 EC 092 708

Drezek, Wendy

Teachers as Mothers: An Innovative Conceptual Rationale for a Program for Multiply Handicapped Infants.

Austin - Travis County Mental Health - Mental Retardation Center, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—17p.; For related information, see EC 092 707-711

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conceptual Schemes, Exceptional Child Education, Infancy, *Intervention, *Models, Mothers, *Multiply Handicapped, *Parent Teacher Cooperation, *Teaching Methods

Identifiers—*Infant Parent Training Program

The rationale for and negative results of structured preschool programs are examined, and an alternative model based on research is suggested for use with multiply handicapped infants. Major aspects of the model are seen to include a combination of modeling and reinforcement, increased focus on nonverbal communication, and emphasis on a "match" between teachers and parents and children. The model is reported as beneficial in that it supports the mother and encourages the teachers to be more like parents, is more appropriate developmentally for the needs of infants, and provides a view of child rearing which stresses the family rather than institutions. (SBH)

ED 132 818 EC 092 709

Drezek, Wendy

Infant-Parent Training Program Checklist.

Revised 1975, 1976.

Austin - Travis County Mental Health - Mental Retardation Center, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—28p.; Best available copy; For related information, see EC 092 707-711

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Checklists, *Curriculum Development, *Evaluation Methods, Exceptional Child Education, *Handicapped Children, Infancy, Parent Education

Identifiers—*Infant Parent Training Program

Provided is the checklist from the Infant-Parent Training Program, a model program providing day care, therapy-nursery, and home programs for handicapped children from 0 to 3 years old. The Checklist is noted to be useful for assessment and curriculum development, as well as for sensitizing paraprofessionals to the variety of early infant behavior. Directions for use are included. (SBH)

ED 132 819 EC 092 710

Drezek, Wendy

The Developmental Roles Model.

Austin - Travis County Mental Health - Mental Retardation Center, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—12p.; For related information, see EC 092 707-711

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, *Developmental Programs, Early Childhood Education, *General Education, Language Development, Motor Development, Social Development

Identifiers—*Infant Parent Training Program

Presented are guidelines for a developmental roles approach to infant education. Developmental objectives are listed for language, cognition, socialization, independence, and movement at five levels: establishing the base, exploring the environment through actions, exploring the environment symbolically, exploring relationships, and preparing for school. Also provided are a form for anchor objectives evaluation, supplementary information for developmental roles classes, a brief explanation for using the developmental roles approach in the classroom and in working with parents, and a list of seven developmental roles value statements. (SBH)

ED 132 820 EC 092 711

Drezek, Wendy

Parenting as a Model for Infant Education: Implications for Curriculum.

Austin - Travis County Mental Health - Mental Retardation Center, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—24p.; Paper presented at the Annual meeting of the National Association for the Education of Young Children (Anaheim, California, November, 1976); For related information, see EC 092 707-710

Available from—Infant-Parent Training Program, 1226 East Ninth Street, Austin, Texas 78702

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activities, Child Development, *Curriculum, *Developmental Programs, Environmental Influences, Exceptional Child Education, *Handicapped Children, Infancy, Parent Education, *Stimulation

Identifiers—*Infant Parent Training Program

Research on interaction and environment as factors in infant development is reviewed, descriptions of developmental stages and their implications for curriculum are discussed, and suggestions for using the "developmental roles" perspective in handicapped and normal infant education are outlined. Optimal experiences for infants and toddlers are reported as the presentation of motivating stimuli specific to the cognitive level of the infant, a healthy attachment relationship, and game experiences which teach the baby his effect on the environment. Activities, interactions, and environmental design are discussed for infant development at four different stages (sample activities are in parentheses): 0-4 months (kinesthetic stimulation to aid the child in processing information and attending to more and more complex stimuli); 5-8 months (stimuli inviting more active exploration like "Busy Boxes"); 9-18 months (involving the infant in all family tasks, such as cooking and laundry, to encourage feelings of competence); and 19-30 months (providing low shelves with simply arranged toys so the child can maintain his own environment). (SBH)

ED 132 821 EC 092 717**A Position Statement on Nonbiased Assessment of Culturally Different Children. Region 9 Task Group on Nonbiased Assessment.**

Northeast Area Learning Resource Center, Hightstown, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 76

Contract—OEC-0-74-7904

Note—42p.

Available from—Northeast Regional Resource Center, 168 Bank Street, Hightstown, New Jersey 08520 (\$0.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Criterion Referenced Tests, *Culturally Disadvantaged, *Culture Free Tests, Disadvantaged Youth, Early Childhood Education, Elementary Secondary Education, Guidelines, Legislation, School Funds, *Standardized Tests, *Test Bias, Testing Problems

Intended for educational assessors, school administrators, and those involved in the education of teachers and assessors, the manual presents guidelines for nonbiased educational assessment of culturally different children. Addressed are three major issues (sample subtopics are in parentheses): standardization of tests (norms, validity, reliability, and criterion-referenced techniques); educational assessors (bias in testing, cooperation, rapport, theoretical models, test scores, wider knowledge and communication, and recommendations); and funding and legislation (Public Law 94-142 and recommendations). Appended is a 10-page guide for nonbiased and non-discriminatory assessment of the culturally different child which can be used as a resource by assessors before, during, and after the evaluation of referred children. (IM)

ED 132 822 EC 092 723

Hersh, Stephen P.

Psychosocial Management of Leukemias in children and Youth NIMH Report to Physicians - 2.

Report No.—DHEW-ADM-74-116

Pub Date 74

Note—16p.; Speech delivered at the Conference on Psychiatric Problems of Childhood, Eastern Psychiatric Research Association (New York, New York, February 1, 1974)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.40, Stock Number 1724-00387)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Diseases, *Emotional Adjustment, Family Role, Medical Treatment, *Personal Adjustment, Psychological Needs, *Special Health Problems

Identifiers—*Leukemia

Originally presented as a paper at a 1974 Conference on Psychiatric Problems of Childhood, the pamphlet presents a discussion of the psychosocial aspects of adjustment and management of leukemia in children and youth. The increasing length of remissions in acute lymphocytic leukemia is thought to require physicians to consider nonmedical needs of their patients. Discussed are the medical management of the illness, the sharing of diagnoses and protocols with the children and families, the initial period of adjustment before remission is obtained, the periods of adjustment during the course of remissions and relapses, and life planning (including communication with school personnel, development of friendships, marriage, and employment). (DB)

FL**ED 132 823**

FL 008 182

Macha, Dyne Angelis, Paul

An Annotated Bibliography of Materials for Teaching Advanced Written Skills in English as a Second Language.

Pub Date Aug 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, College Language Programs, Composition (Literary), Composition Skills (Literary), *English (Second Language), Higher Education, *Instructional Materials, *Language Instruction, Language Skills, Paragraph Composition, Reading Instruction, Second Language Learning, *Writing Skills, Written Language

This bibliography includes textbooks useful for the teaching of written skills in English as a second language to college and university students. The major emphasis of the texts listed is the teaching of writing but some contain material on reading as well. The first section contains only texts designed specifically for second language use. The second section contains texts prepared for native speakers of English but which have been used or seem useful for non-natives. The list has been prepared from materials known to the compilers, published reviews and listings in the ERIC system. Detailed information is provided for each text listed to give the reader an idea of its contents, purpose, level, and approach. Both sections of the bibliography are arranged alphabetically and no attempt has been made to recommend certain texts over others. (Author)

ED 132 824 FL 008 196

Phonetics and Phonology. Occasional Papers, No. 16.

Essex Univ., Colchester (England). Language Centre.

Pub Date Apr 76

Note—97p.

Available from—Language Centre, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, England. (limited supply, 1 pound, 4 pence)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Articulation (Speech), *Consonants, Distinctive Features, French, *Generative Phonology, Language Research, Language Universals, Linguistic Theory, Morphophonemics, *Neurolinguistics, Oral Communication, Phonetic Analysis, *Phonetics, *Phonology, Pronunciation, Syllables, Vowels

Identifiers—Catalan

This volume is devoted to phonetics and phonology. It consists of the following papers: (1) "Generative Phonology, Dependency Phonology and Southern French," by J. Durand, which discusses aspects of a regional pronunciation of French, the status of syllables in generative phonology, and concepts of dependency phonology; (2) "On the Role of Notation and the Ordering of Rules in Phonology," by I.M. Roca, which discusses a system of notation in Catalan generative phonology; (3) "EMG - Techniques and Application to Speech Research," by C. Riordan, which describes a centralist model of speech production; (4) "Some Observations on the Role of Place and Manner of Articulation in the Perception of the Voicing Characteristics of Final

88 Document Resumes

Consonants," by D. O'Kane; and (5) "Orosensory Feedback Mechanisms and Speech Production" also by D. O'Kane. (AM)

ED 132 825 FL 008 208

French, Patricia
Cognitive Storage of Word Meaning in Bilingualism.

Pub Date 75
Note—9p.; Paper presented at International Congress of Applied Linguistics (4th, Stuttgart, Germany, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Bilingualism, *Cognitive Processes, English, *Japanese, *Language Research, *Psycholinguistics, Psychological Patterns, Second Languages, *Semantics, Vocabulary

Identifiers—Native Language

Research in bilingualism has shown that the balance between a bilingual's two languages is rarely even and that there is something special about the mother tongue. Theories concerning separate storage of the two languages and first language primacy predict that: (1) the meanings of translation-equivalent words are not identical, and (2) the meanings in the first language are more saturated with meaning than their counterparts in the second language. This paper reports on a study designed to measure the affective meaning of translation-equivalent words both verbally and non-verbally. For the verbal measurement, twenty-two native Japanese speakers rated a set of carefully controlled words on three seven-step evaluative semantic differential scales for Japanese and English. A similar task with pictographic opposites was used for the non-verbal measurement. The study provided evidence for greater emotional meaning in the subjects of words in their mother tongue, and for a separation in cognitive storage for translation-equivalent words in the Japanese-English bilinguals of the study. (CLK)

ED 132 826 FL 008 211

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 7 No. 3.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date 76

Note—119p.; In German
Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, West Germany (15 German Marks)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Instruction, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 260 items in this issue appeared in 1975 and 1976 but some are dated earlier. Although the items deal primarily with modern language instruction, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL/AM)

ED 132 827 FL 008 213

Pulu, Tupou L. And Others
Kinuigmi Sugutich (Things in the Home).
Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.
Pub Date Jul 76

Note—42p.; For related documents, see FL 008 215-218, 221; In Inupiat

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Alaska Natives, *Bilingual Education, Bilingual Students, Cultural Context, *Elementary Education, *Eskimo Aleut Languages, Eskimos, *Instructional Materials, Primary Grades, Reading Instruction, *Reading Materials, Socialization, Textbooks

Identifiers—*Alaska, *Inupiat

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, names a number of objects typically found in the home. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

ED 132 828 FL 008 215

Pulu, Tupou L. And Others
Anayuaaglich Savagaqtut Inimi (Work Around Home).

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.
Pub Date Aug 76

Note—31p.; For related documents, see FL 008 213, 216-218; In Inupiat

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Alaska Natives, *Bilingual Education, Bilingual Students, Cultural Context, *Elementary Education, *Eskimo Aleut Languages, Eskimos, *Family Life, *Instructional Materials, Primary Grades, Reading Instruction, Reading Materials, Socialization, Textbooks

Identifiers—*Alaska, *Inupiat

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about the domestic and food- and fuel-gathering activities of an Eskimo family. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

ED 132 829 FL 008 216

Pulu, Tupou L. And Others
Kinuigmi (At Home).

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.
Pub Date Jul 76

Note—23p.; For related documents, see FL 008 213, 215-218, 221; In Inupiat

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alaska Natives, *Bilingual Education, Bilingual Students, Cultural Context, *Elementary Education, *Eskimo Aleut Languages, Eskimos, *Instructional Materials, Primary Grades, Reading Instruction, *Reading Materials, Socialization, Textbooks

Identifiers—*Alaska, *Inupiat

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about a little girl's activities in her home. Each page of text is illustrated with a black-and-white drawing. (CFM)

ED 132 830 FL 008 217

Pulu, Tupou L. And Others
Sugutich Aglagvinni (Things in the Classroom).

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.
Pub Date Jul 76

Note—28p.; For related documents, see FL 008 213, 215-218, 221; In Inupiat

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Alaska Natives, *Bilingual Education, Bilingual Students, Cultural Context, *Elementary Education, *Eskimo Aleut Languages, Eskimos, *Instructional Materials, Primary Grades, Reading Instruction, *Reading Materials, Socialization, Textbooks

Identifiers—*Alaska, *Inupiat

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is about objects

that can be found in a classroom. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

ED 132 831 FL 008 218

Pulu, Tupou L. And Others
Tuagsisugut (Things to Buy in the Store).

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.
Pub Date Jul 76

Note—25p.; For related documents, see FL 008 213, 215-217, 221; In Inupiat

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alaska Natives, *Bilingual Education, Bilingual Students, Cultural Context, *Elementary Education, *Eskimo Aleut Languages, Eskimos, *Instructional Materials, Primary Grades, Reading Instruction, *Reading Materials, Socialization, Textbooks

Identifiers—*Alaska, *Inupiat

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about a child who goes shopping. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

ED 132 832 FL 008 221

Pulu, Tupou L. And Others
Aglagvinni (At School).

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.
Pub Date Jul 76

Note—24p.; For related documents, see FL 008 213, 215-218; In Inupiat

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alaska Natives, *Bilingual Education, Bilingual Students, Cultural Context, *Elementary Education, *Eskimo Aleut Languages, Eskimos, *Instructional Materials, *Physical Activities, Primary Grades, Reading Instruction, Reading Materials, Socialization, Textbooks

Identifiers—*Alaska, *Inupiat

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is about ordinary physical activities such as opening and closing doors, walking, laughing and clapping. Each page has a command and an appropriate black-and-white drawing to illustrate it. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

ED 132 833 FL 008 225

Johnson, Dora E. And Others
Languages of South Asia. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 76

Contract—300-75-0201
Note—52p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle: complete set of 8, \$26.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Afro Asiatic Languages, *Annotated Bibliographies, Bengali, Dialect Studies, Dictionaries, *Dravidian Languages, Gujarati, Hindi, Indo European Languages, Instructional Materials, Kannada, Kashmiri, Language Instruction, Language Variation, Malayalam, Marathi, Nepali, Panjabi, Reading Materials, Singhalese, Sino Tibetan Languages, Tamil, Telugu, *Uncommonly Taught Languages, Urdu

Identifiers—Angami Naga, Ao Naga, Apatani, Asamese, Bangru, Bhili, Bhojpuri, Boro, Brahui, Chakesang Naga, Chepang, Chhatisgarhi, Dafia, Gallong, Garo, Gondi, Gorum, Gurung, Hindustani, *Indo Aryan Languages, Jirel, Juang, Kabui Naga, Kanauri, Khaling, Kham, Kharia, Kolami, Konda, Korku, Kui, Kumauni, Kurukh, Kuwi, Lahnda, Maithili, Mundari Ho,

Oraon, Oriya, Parenga, Parji, Pashai, Pengo, Remo, Santali, Shina, Sindhi, Sora, *Tibeto Burman Languages, Tulu

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of South Asia. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Indo-Aryan; Dravidian; Munda; Tibeto-Burman; Mon-Khmer; Burushaski. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/CFM)

ED 132 834 FL 008 226

Johnson, Dora E. And Others

Languages of the Middle East and North Africa. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-75-0201

Note—54p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle; Complete Set of 8, \$26.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, African Languages, Afro Asiatic Languages, *Annotated Bibliographies, Arabic, Baluchi, *Berber Languages, Chad Languages, Dialects, Dictionaries, Hebrew, Indo European Languages, Instructional Materials, Kabyle, Kurdish, Language Instruction, Language Variation, Pashto, Persian, Reading Materials, *Semitic Languages, Tajik, *Turkic Languages, Turkish, *Uncommonly Taught Languages, Uralic Altaic Languages

Identifiers—Afghan Persian, Algerian, Djebel Nafusi, Egyptian, *Iranian, Iraqi, Libyan, Maltese, Mauritanian, Moroccan, Rif, Senhaya, Shawia, Shilha, Siwi, Sudanese, Syrian, Tamazhek, Tamazight, Tuareg, Tunisian, Zenaga

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of the Middle East and North Africa. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Turkic; Iranian; Semitic; Berber. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/CFM)

ED 132 835 FL 008 227

Johnson, Dora E. And Others

Languages of Eastern Asia. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—300-75-0201

Note—49p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle; complete set of 8, \$26.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, Burjat, Cantonese, *Chinese, Dagur, Dialects, Dictionaries, Fochow, Instructional Materials, *Japanese, *Korean, Language Instruction, Language Variation, Man-

darin Chinese, *Mongolian, Reading Materials, Second Language Learning, Sino Tibetan Languages, Tibetan, *Uncommonly Taught Languages

Identifiers—Amoy, Chakhar, Hakka, Kalmyk, Monguor, Ordos, Sherpa

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of Eastern Asia. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Chinese; Japanese; Korean; Mongolian; Tibetan. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/CFM)

ED 132 836 FL 008 228

Jacobson, Rodolfo

Teaching Strategies for the Education of Bilinguals.

Pub Date Mar 76

Note—28p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (10th, New York, New York, March 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, *Bilingualism, *Bilingual Students, English, Instructional Materials, Language of Instruction, Language Usage, Sociocultural Patterns, Sociolinguistics, Spanish, *Spanish Speaking, *Teaching Methods

Identifiers—*Code Switching (Language)

Bilingual education, the objective of which is to render bilingual a group of monolingual or quasi-monolingual speakers, is distinguished from the "education of bilinguals," whose goal it is to teach the content of school subjects through the medium of two rather than one language. The present paper establishes this distinction and justifies the differential status of the two types of bilingual instruction on the basis of sociolinguistic, socio-cultural and psychological considerations. To establish the independent status of the "education of bilinguals," an innovative design for a bicultural and bilingual program is proposed that will lend itself to implementation in any area of the U.S. where stable bilingualism is operative, particularly South Texas. A set of token materials appropriate for such a program are provided, materials that will make ample use of "code-shifting" techniques that are sociolinguistically and psychologically significant and would better help the students relate to the classroom, since such strategies are part of their everyday verbal behavior. It is concluded that bilinguals will perform better if they are allowed to carry their usual bilingual strategies in to the classroom and are allowed to retain as well as distribute their two languages in a functionally significant way. (Author/CLK)

ED 132 837 FL 008 229

Findley, Charles A. Fasten, Lynn A.

Motivation, Communication, and Affect: Facilitating English Language Growth Through the Use of Fantasy.

Pub Date Jun 76

Note—31p.; Paper presented at the Societe Provinciale de l'Enseignement de l'Anglais (Langue Seconde) Au Quebec Convention (Fourth, Quebec City, 10-12 June 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affective Objectives, Communication Skills, *Communicative Competence (Languages), *English (Second Language), Fantasy, Humanistic Education, *Language Instruction, Language Skills, Oral Communication, Psycholinguistics, Second Language Learning, Student Attitudes, *Student Motivation, *Teaching Methods

This paper considers three critical areas in language learning—motivation, communication and affect—and then presents a teaching methodology that is compatible with the pedagogical principles derived from the theoretical discussion. While

presenting the structure of the "fantasy" methodology, attention is given to classroom applications to facilitate positive affect and communication in the classroom, both of which serve as motivation which furthers the ends of humanistic education and language learning. Sample lessons which outline fantasies for classroom use are appended to the text. (Author/AM)

ED 132 838 FL 008 233

Svare, Homa And Others

Conversational Persian.

Peace Corps, Washington, D.C.

Pub Date 66

Note—134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Conversational Language Courses, Indo European Languages, *Instructional Materials, *Language Instruction, Language Programs, *Languages for Special Purposes, Language Usage, *Persian, *Second Language Learning, Textbooks, Vocabulary, Volunteers, Volunteer Training

Identifiers—Iran, *Peace Corps

These language materials were first prepared at the State University of Utah in connection with Peace Corps language programs in Persian. They are reproduced here with only slight modifications. This text is divided into seven main chapters: (1) Persian Vocabulary and Expressions for History, Law and Government (this section contains dialogues such as the following: At the Doctor's Clinic, At the Bank, At the Grocery Store); (2) A Vocabulary of Useful Information (the Persian Calendar; Parts of the Body; Clothing and Personal Needs; Furniture and Household Needs; Profession and Trades; Sciences, Art and Humanities); (3) Persian Vocabulary and Expressions for Biology; (4) Persian Vocabulary and Expressions for Economics; (5) Technical Terminology; (6) Persian Vocabulary and Expressions for Mathematics; (7) Persian Vocabulary and Expressions for Physics and Chemistry; and (8) Persian Vocabulary and Expressions for the Space Age. (CFM)

ED 132 839 FL 008 236

Slager, William R. And Others

Amharic and English: An Introduction to the Principles of Language Teaching and Language Learning.

Peace Corps, Washington, D.C.

Pub Date 66

Note—103p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Amharic, Applied Linguistics, Contrastive Linguistics, *English (Second Language), Grammar, Instructional Materials, *Language Instruction, Language Skills, Language Teachers, Methods Courses, Phonology, Post Secondary Education, Pronunciation, *Second Language Learning, *Teacher Education, *Teaching Methods, Volunteers

These materials are part of a one-week experimental program to bring together the language and the TESL components of the Peace Corps Training Program for Ethiopia. The program is based on the relationship between language teaching and language learning, that is, between the methods classes in the teaching of English as a second language, and the language classes aimed at giving the volunteers a practical knowledge of Amharic. The present materials serve as the basis for TESL lectures and the joint sessions involving the English and Amharic staffs. There are five English lessons; four introduce new material while the fifth is a detailed review. These five lessons match the first five Amharic lessons in the amount of material covered: by the end of lesson four, students have been introduced to simple affirmative, negative and interrogative sentences with the verb "to be." By comparing the sentences they learn in Amharic with those they teach in English, students increase their awareness of the need for control in structure and vocabulary. Each lesson is followed by a pronunciation lesson and a section for contrastive comments, intended as a brief introduction to the application of contrastive analysis in a practical classroom situation. (CLK)

ED 132 840 FL 008 239

Chmielarz, Sharon

Learning Activities in German for the Middle School Student.

Pub Date [76]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiolingual Skills, Audiovisual Aids, Bulletin Boards, Chalkboards, *Classroom Games, Cultural Education, *Educational Games, *German, Instructional Aids, Instructional Media, Intermediate Grades, *Language Instruction, *Learning Activities, Listening Comprehension, Overhead Projectors, Reading Skills, Secondary Education, *Second Language Learning, Teaching Guides, Vocabulary Skills, Writing Skills

This manual is designed to offer teachers ideas that appeal to middle school students (ages 10-11 to 14-15) and give them short-term successful experiences in the foreign language classroom. The activities described here provide ideas for learning that involve the four basic skills of foreign language learning - listening, speaking, reading, writing - and are attuned to the middle school student's learning characteristics. The activities can be used in individual and small group work, or they can be practiced with teacher, aide or machine. They especially fit a learning center, a place which, although a part of the same content area, is apart from the more formal classroom. This manual is intended to augment the text. The learning activities should be adjusted to supplement each chapter of the textbook, since they are designed to extend the practice of material introduced in the text. (Author/AM)

ED 132 841 FL 008 240

Savignon, Sandra J.

Teaching for Communication.

Pub Date Feb 75

Note—14p.; Paper presented at the OML-TA/NYSALFT International Conference (4th, Toronto, February 28, 1975)

Journal Cit—Missouri Foreign Language Journal; Nov 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communicative Competence (Languages), Creative Dramatics, Discussion (Teaching Technique), *French, *Language Instruction, Learning Activities, Linguistic Competence, Oral Communication, Radio, Role Playing, *Second Language Learning, Skits, Speaking Activities, *Teaching Methods, Telephone Instruction

The language teacher must provide a variety of activities in the classroom in which the student can use the second language in unrehearsed, novel situations requiring, on his part, inventiveness, resourcefulness and self-assurance. There should be less emphasis on linguistic accuracy and more on truly spontaneous and creative language. In the author's experience students who had been given the opportunity for innovative self-expression from the very beginning of their study of French far outperformed students who had not had such an experience in situations requiring spontaneous interaction with a native speaker. This experience also gives a sense of achievement to students, who therefore develop a very positive attitude toward language learning. Role playing, discussion topics and games all represent strategies for providing the emotional involvement necessary for authentic interaction in the classroom. Radio broadcasts from other countries can be incorporated into the language program to provide up-to-date commentary on a variety of topics in language that is fresh and real. A system of "phone pals" can be set up whereby students exchange messages with each other or with native speakers in the community. (Author/CFM)

ED 132 842 FL 008 241

Ryan, Ellen Bouchard

Metalinguistic Development and Bilingualism.

Pub Date Jun 75

Note—12p.; Paper presented at the Summer Conference on Language Learning (Queens College, Flushing, New York, June 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, Bilingual Students, *Cognitive Processes, Communicative Competence (Languages), *Language Ability, Language Development, *Language Patterns, Language Research, *Language Usage, Learning Processes, Linguistic Competence, Linguistic Performance, Oral Communication, *Second Language Learning, Second Languages

Metalinguistic knowledge, or linguistic awareness, involves the ability to focus attention upon the form of language in and of itself, rather than merely as the vehicle by which meaning is conveyed. This ability to analyze language structures lags behind spontaneous speaking and listening

performance because of the additional cognitive skills required. In this paper, the proposal that the learning of two languages should require and promote linguistic awareness is considered. Previous empirical research relevant to the hypothesis is reviewed briefly, and some experiments which would test several predictions related to the hypothesis are outlined. (Author)

ED 132 843 FL 008 242

Ryan, Ellen Bouchard Carranza, Miguel A.

Attitudes toward Accented English.

Pub Date Jan 76

Note—9p.; Paper presented at the Conference on College English and the Mexican American (Pan American University, Edinburgh, Texas, January, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*English, Interference (Language Learning), *Language Attitudes, Language Research, *Language Usage, *Language Variation, *Mexican Americans, Native Speakers, *Oral Communication, Phonology, Sociolinguistics, Spanish Speaking

Identifiers—*Accents

Among Mexican-Americans today, not only native speakers of Spanish but also many native speakers of English speak the language with a notable influence from Spanish phonology. This paper reviews a series of studies concerning reactions of Anglos and Mexican-Americans toward accented English. The unifying goal of these investigations has been the identification of the major aspects of multidimensional attitudes toward standard and ethnic varieties of English. (Author)

ED 132 844 FL 008 243

Hameyer, Klaus Grosse, Carmen

The Influence of Dialect and Reading on Second Language Learning.

Pub Date Jul 76

Note—21p.; Paper presented at the Conference on Second Language Learning and Teaching (Oswego, New York, July 16-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American English, *Contrastive Linguistics, *Dialects, *Error Analysis (Language), *German, Language Instruction, Language Research, Language Variation, *Learning Difficulties, Negro Dialects, Nonstandard Dialects, Phoneme Grapheme Correspondence, Pronunciation, Reading Difficulty, Reading Processes, *Second Language Learning

Identifiers—*Black English

It is suggested that the static model of language which is prerequisite for contrastive analysis is inadequate in pinpointing potential difficulties in second language learning. The student learning graphemic-phonetic correspondences encounters two types of difficulties not exposed by contrastive analysis: dialectal difficulties and reading difficulties resulting from the particular strategy used by the student in learning to read his own language. Data are presented showing how certain dialect traits of Black English influence the learning of the relationship between standard German pronunciation and its written representation. Students taking part in this test were all in their first year of German study at Norfolk State College (NSC), Old Dominion University (ODU) or the University of Massachusetts (UMA). Their scores on reading/speaking task (performance) and on a hearing/writing task (perception) are the basic data of this study. Students of NSC consistently had the highest error quotients, and students at UMA consistently had the lowest. It is concluded that dialectal influence is a factor that must seriously be considered in teaching foreign languages; the dialect speaker has an additional difficulty that speakers of standard English do not experience. The number of factors causing difficulties in learning graphemic-phonetic correspondences in a foreign language can be complex, based as they are upon native-language dialect differences, reading strategies, and perhaps other variables. Therefore it is highly unlikely that contrastive analysis of the two standard languages can do more than approximate learning difficulties. An iconographic reading test devised during the study and tables showing error patterns on the tests are appended. (Author/CFM)

ED 132 845 FL 008 244

Eskey, David E.

Toward a Theory of Second Language Reading.

Pub Date Jul 76

Note—19p.; Paper presented at Conference on Second Language Learning and Teaching (Oswego, New York, July 16, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Discourse Analysis, Ethnology, Information Theory, *Language Instruction, Linguistics, *Linguistic Theory, *Psycholinguistics, *Reading, Reading Instruction, Reading Processes, *Second Language Learning, *Sociolinguistics, Structural Linguistics

An adequate description of the total reading process would have to deal with reading in at least three dimensions comprising three different sets of relationships. A model of the process might well take the form of three concentric spheres: an outer, sociolinguistic shell in which text and reader respectively could be related to a particular universe of texts and a particular society of readers; an intermediate, linguistic sphere in which the texts could be related to the functions and forms of a given human language, and the reader to his functional knowledge of that language; and an inner, psycholinguistic core where text and reader come together in the mind of a single human being. Thus the focus narrows, as the spheres become smaller and increasingly specific, from a culture, to a language, to the reader himself. Approaching second-language reading in this way means a willingness to draw on work from many fields. At the broadest level the two disciplines are sociolinguistics and ethnomethodology; at the linguistic level, structural linguistics and certain kinds of discourse analysis; and at the basic level, information theory and the study of the psycholinguistic behavior of individual second language readers. This paper is a first attempt to provide at least a framework for such a theory. Better theories of language are an absolute necessity for the teacher of second language reading. (Author/CFM)

ED 132 846 FL 008 245

Sheldon, Amy

The Acquisition of Relative Clauses in French and English: Implications for Language Learning Universals.

Pub Date Mar 76

Note—31p.; Paper presented at the Annual University of Wisconsin Linguistics Symposium (5th, Milwaukee, Wisconsin, March, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Language, Comprehension Development, English, *French, *Language Development, *Language Research, *Language Universals, Learning Theories, Linguistic Theory, *Pronouns, Sentence Structure, *Syntax

Identifiers—Relative Clauses

This paper reports on a study of the acquisition of subject and object relative clauses by monolingual French speaking children aged 4-10 years, in Rimouski, Quebec. The children were tested for their comprehension of six types of relative sentences. A coordinate sentence control test was administered. An adult control group was also tested on the relative sentence test. The results are discussed within the framework of two principles proposed to account for language learning. Slobin's (1971) putative universal principle claims that the interruption and rearrangement of linguistic units is hard for both the child language learner and the adult. Sheldon (1974) has proposed the Parallel Function Hypothesis, which claims that sentences in which the identical NPs have the same grammatical function in their respective clauses are easier than sentences in which the identical NPs have different grammatical functions. The results of both the child and the adult study support the Parallel Function Hypothesis. The acquisition of French relative clauses follows the same order of acquisition that has been found for English relative clauses (Sheldon, 1974, Legum, 1975) and provides additional evidence for a parallel function constraint in language learning. An analysis of the errors that were made indicates other similarities and differences in the acquisition of French and English. (Author/CLK)

ED 132 847 FL 008 246

Ellis, E. N.

Survey of Pupils in Vancouver Schools for Whom English is a Second Language. Research Report 75-23

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.

Pub Date Jan 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, Elementary Secondary Education, *English (Second Language), English for Special Purposes, *Language Instruction, Learning Difficulties, Listening Comprehension, *Needs Assessment, Reading Difficulty, *School Surveys, Second Language Learning, *Student Placement, Writing Identifiers—*British Columbia (Vancouver)

This report describes a survey undertaken for the Task Force on English to determine the number of children in Vancouver schools for whom English is a second language. It reports the extent to which these children are handicapped in their use of the English language and identifies their placement needs within the school system. Questionnaires were distributed to all school principals and the information provided by them is summarized in the report. There are nearly 19,000 pupils in Vancouver for whom English is a second language; nearly 34% of the elementary enrollment and approximately 21% of the secondary enrollment. Chinese is the "first language" for nearly half of these pupils and Italian, German, Punjabi and Portuguese are the "first languages" for another 30%. While a majority of these pupils have functional literacy, many are handicapped in school by their limited facility with English and approximately 10% are unable to read or write English. While the needs of the large majority of these pupils can be met in regular classrooms (particularly if class size and program are modified), approximately 15% require placement in a special English language class and another 4% require help in addition to such special placement. The report clearly establishes the need in Vancouver schools for a comprehensive program of English language instruction for the large number of pupils for whom English is a second language. (Author)

ED 132 848

FL 008 247

Seely, Johnathan F.

Historiography of Ergative.

Pub Date Aug 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Case (Grammar), Definitions, *Descriptive Linguistics, *Diachronic Linguistics, Form Classes (Languages), Grammar, Indo European Languages, *Language Classification, Linguistic Theory, Semantics, Syntax, Verbs

Identifiers—*Ergative Case (Grammar)

This paper discusses the term "ergative" and traces the history of this and related terms and concepts in descriptive linguistics. Early attempts at defining the ergative illustrate the preoccupation with its supposedly passive nature. Other questions include the simple identification of the ergative, co-occurring cases, supposed ergative pasts of nominative-accusative languages, histories of ergative languages, and various types of ergativity. In the West, interest in the ergative was accompanied by confusion with the "absolutive" or "nominative" case and the "neutral" case. Another prevalent idea was that the ergative was causative in nature. Still another association was that of ergative languages with primitive cultures and inferior mentalities. This in turn led to the belief that language evolved from ergative-absolutive to nominative-accusative. As one possible solution to the confusion accompanying the concept of ergative, the term "near ergative" or "semantic ergative" is suggested for languages in which the "subject" case is semantically determined. In turn this semantic ergative may be split according to certain syntactic criteria. (AM)

ED 132 849

FL 008 248

Mollica, Anthony

Italian Culture through Audio-Visual Aids.

Pub Date Dec 75

Note—35p.; Paper presented at the annual meetings of the Modern Language Association/American Association of Teachers of Italian (San Francisco, California, December 27, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Audiovisual Aids, Audiovisual Instruction, Cartoons, Cultural Awareness, *Cultural Differences, Culture, Films, Filmstrips, *Italian, *Language Instruction, Maps, Music, Newspapers, *Second Language Learning, Slides, Teaching Methods, Visual Aids, Vocabulary, Vocal Music

Identifiers—Dialogs (Language Learning)

The language teacher automatically teaches culture when he teaches language, but there are many ways in which the Italian teacher can specifically bring culture to the Italian classroom. Through use of vocabulary certain differences in culture can be made clear to students. Dialogues should be used to reveal major areas of contrast and similarity between the two cultures. Slides may be used to tell anecdotes (about famous Italians, for example) followed by a listening comprehension question. Proverbs, if used carefully, can give new insights into the values of Italian society. Native speakers can be used in the classroom as catalysts in discussions which bring out cultural differences. Students may have personal contact with native speakers by means of international correspondence; they could exchange letters or perhaps tapes. Teachers should collect articles and illustrative material, including cartoons and advertisements, from Italian magazines and newspapers. Slides and filmstrips provide an excellent visual element and should be used to emphasize various aspects of Italian life, while the film is perhaps the best vivid medium of presentation. Songs are of great help for the acquisition of both linguistic and cultural knowledge. Lastly, maps can be used to teach Italian geography. Also discussed are Nelson Brooks' list of concepts that are central to the analysis of a culture - symbolism, value, authority, order, ceremony, love, honor, humor, beauty, and spirit. (Author/CFM)

ED 132 850

FL 008 250

Morley, Joan, Ed.

Papers in ESL. Selected Conference Papers of the Association of Teachers of English as a Second Language.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date 76

Note—50p.; Papers presented at the 1974 and 1975 meetings of the National Association for Foreign Student Affairs (Albuquerque, N.M. 1974, and Washington, D.C. 1975) Footnotes may be marginally legible due to type size

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cloze Procedure, Communication Skills, Debate, *English (Second Language), *Films, Foreign Students, Grammar, Higher Education, Language Learning Levels, *Language Tests, Listening Comprehension, *Nonverbal Communication, Oral Communication, *Reading Comprehension, Reading Instruction, Reading Tests, Second Language Learning, *Teaching Methods, Testing

This collection of papers on teaching English as a second language includes the following: (1) "Testing: A Case for Cooperation," by Paul A. Angelis; (2) "Developing a Learning Syllabus in ESL by Teacher Consensus," by Donald Byrd; (3) "Using Debate in ESOL," by Janet Constantini and Mary Fry; (4) "Non-Verbal Films for Discussion," by Stephen Duffy; (5) "Testing Reading Comprehension in ESL: Background and Current State of the Art," by David Harris; (6) "Reading English as a Second Language," by Betty Wallace Robinett; (7) "Productivity in Intermediate and Advanced Levels of ESL," by Jacquelyn Schachter; and (8) "Training Teachers for the Role of Nonverbal Communication in the Classroom," by Harvey Taylor. (CFM)

ED 132 851

FL 008 252

Clarkson, William M.

A Concise and Practical Handbook of Spanish for the Law Enforcement Officer.

Eastern Kentucky Univ., Richmond.

Pub Date 76]

Note—200p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Communicative Competence (Languages), Grammar, *Instructional Materials, *Language Instruction, *Languages for Special Purposes, Language Skills, Language Usage, Law Enforcement, Manuals, *Police, *Second Language Learning, *Spanish, Textbooks, Verbs, Vocabulary

This textbook is used for a one-semester course in Spanish for law enforcement officers at Eastern Kentucky University. The course responds to the need for the law enforcement officer to have a basic knowledge of Spanish in order to eliminate the communication barrier between

himself and the members of the Spanish-speaking community he serves. Although the book proceeds in a building-block fashion, each lesson is autonomous, so that the reader who requires the special vocabulary of a particular phase of police work need only consult certain sections. Each of the seven lessons concentrates on specific features of Spanish grammar and specific police-oriented vocabulary. The lessons cover topics such as activities on the beat, traffic violations and accidents, interviews with holdup victims, making arrests, and dealing with illegal aliens. Each lesson consists of an introductory hypothetical dialogue between a policeman and a citizen, phrases, grammar, exercises, and additional vocabulary. Vocabulary lists for special topics are interspersed through the book. An appendix on the Spanish verb system and a general vocabulary list follow the lessons. (CLK)

ED 132 852

FL 008 253

Tebble, Helen A.

Language Studies in Teacher Education. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 16.

Linguistic Society of Australia; Monash Univ., Clayton, Victoria (Australia).

Pub Date 76

Note—30p.

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168 Australia (\$8.00 Australian per issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Language, Curriculum Guides, English (Second Language), Fles, *Language, Language Development, Language Proficiency, Language Programs, *Language Usage, Linguistic Performance, *Linguistics, *Paralinguistics, Second Language Learning, Sociolinguistics, Standard Spoken Usage, *Teacher Education, *Teacher Education Curriculum, Teachers, Ten

Identifiers—Kinetics

This article argues that courses in linguistics should be included in all teacher training programs, whether the students are training to be general teachers or language teachers specializing in Teaching English as a Second Language (TESL) or Foreign Languages in the Elementary School (FLES). Details of lectures and assignments for two topics, kinesics and paralinguistics and correctness and acceptability, are provided. The article describes a number of ways in which linguistics can be adapted to give teachers greater insight into the language they use, into children's language and in the ways language is used in the community. Teacher education could improve if linguists provided more information on the language of children acquiring English as a second language and as a first language, on foreign languages that are used daily in our society, on the language of classrooms, on the influence of TV on children's language development, on the nature of communicative competence and on the numerous linguistic problems experienced by migrant children. (Author/CFM)

ED 132 853

FL 008 255

Simulations in Foreign Languages.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Pub Date May 72

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Basic Skills, Communication Skills, Communicative Competence (Languages), Cultural Traits, Culture, Curriculum Guides, *Educational Objectives, French, German, Instructional Materials, *Language Instruction, Latin, *Learning Activities, *Role Playing, Second Language Learning, *Simulation, Spanish, Teaching Methods, Units of Study (Subject Fields)

The purpose of this publication is to define minimal competencies for foreign language classes. The term "simulation" refers to role playing. The simulations are stated in terms of practical communication performance objectives. The intent is to have the student direct his learning in the basic skills toward an immediate objective rather than a distant goal, and to allow him to apply these basic skills to real life situations not unlike those he would expect to encounter within the context of the target culture. The units for French, German, and Spanish include the follow-

ing areas: (1) greetings and farewells; (2) introductions; (3) numbers, dates and time; (4) weather; (5) communication - telephone; (6) communication - correspondence; (7) shopping; (8) mealtime; (9) daily living; (10) dating; and (11) leisure activities - sports. The Latin unit includes (1) travel; (2) time, dates and numbers; (3) correspondence; (4) shopping; and (5) chariot racing. For each area, performance objectives, sample activities and sample items are given. A cultural addendum provides detailed but brief information about most of the areas listed in the simulations for the French, German and Spanish units. (Author/CFM)

ED 132 854 FL 008 256

Kachru, Braj B.
Indian English: A Sociolinguistic Profile of a Transplanted Language.

Pub Date [76]

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bilingualism, Cultural Factors, Developing Nations, *English, Grammar, *Indians, Language Planning, *Language Role, *Language Usage, Language Variation, Multilingualism, Non Western Civilization, Phonology, Semantics, *Sociolinguistics, Vocabulary

Identifiers—*India

This paper is a study in language acculturation with special reference to the Indianization of the English language. It briefly traces the history of the diffusion of bilingualism in English on the culturally and linguistically pluralistic Indian subcontinent. The functional roles of English are discussed and the formal influences of Indian cultural and linguistic contexts are illustrated from the sound system, grammar, lexis and semantics of Indian English. These formal characteristics manifest themselves in what may be termed the "Indianness" in this variety of English. The crucial questions of "intelligibility" and "variation" are examined with reference to the functions of English in India. The development of, and attitudes toward, Indian writing in English is briefly discussed. The role of English in India's language planning is related to various linguistic and political pressure groups in pre- and post-Independence India. The aim is to provide a sociolinguistic profile of a non-native language in a multilingual non-Western context. (Author)

ED 132 855 FL 008 257

Twaddell, W. F.

Oral Work in a FL Course.

Pub Date 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aural Learning, *Communicative Competence (Languages), Higher Education, Language Fluency, *Language Instruction, Language Proficiency, Language Skills, *Language Teachers, Linguistic Competence, Linguistic Performance, Listening Comprehension, Oral Expression, Phonics, Secondary Education, *Second Language Learning, Speech Skills, Teacher Education, *Teaching Guides, *Teaching Methods

This guide describes well-established and practical pedagogical behaviors for a foreign language teacher in an ordinary situation, a classroom with 20-35 pupils who are beginning the study of a foreign language in school or college. The first chapter, "The Five Stages," discusses the stages through which an item (a word, construction, or idiom) in a language is learned: recognition, imitation, repetition, variation, and selection. The second chapter, "The First Day in the FL class: the Teacher's Presentation," emphasizes the importance of teaching communicative competence and, therefore, of placing the student in real-life situations. The student must learn real FL sentences and use a natural speed for speaking. Tactics of presenting material for oral habit formation are considered in the third chapter. When presenting new material it is wise to begin with choral practice before calling on various sections, rows, or individual students. When dealing with longer sentences it is best to use the backward build up, for structural and psychological reasons. Suggestions are given on ways to teach rounded front vowels. The fourth chapter, "Some Tactics of Oral Practice," discusses techniques such as chain practice, reversed roles (student interrogates teacher), minimum responses, and dramatic reading and discusses what procedure to

follow when a student hesitates or fumbles. The final chapter "From Oral Practice to Oral Skill: the Intermediate Levels" considers oral accuracy and oral fluency. In first-level work oral accuracy has a higher priority; at the second level fluency begins to become a main objective. The teacher must distinguish between times when accuracy should be insisted upon and times when fluency is the main goal. Restraint must always be used, however, in correction. (CFM)

ED 132 856 FL 008 258

Bird, Charles Kante, Mamadou

An Ka Bamanankan Kalan: Intermediate Bambara.

Indiana Univ., Bloomington. Linguistics Club.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date Nov 76

Contract—300-75-0200

Note—282p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*African Languages, Grammar, *Instructional Materials, *Language Instruction, Language Proficiency, Language Skills, Oral Communication, Reading Instruction, *Second Language Learning, *Textbooks, Uncommonly Taught Languages, Vocabulary

Identifiers—*Bambara, National Defense Education Act Title VI, NDEA Title VI

This textbook follows the third edition of "Introductory Bambara: An Ka Bamanankan Kalan", and is designed so that Bambara can be used almost exclusively in the classroom. Each of the twenty lessons has a culturally oriented topic and consists of a reading selection, drills on grammar and vocabulary list. The grammar notes are not intended for classroom use, but rather as aids to teachers and students for the understanding of the grammatical structures. The emphasis is on oral proficiency in Bambara, and the form of the language used is Standard Bambara, also the language used by the literacy service in Mali. (CLK)

ED 132 857 FL 008 259

Bancroft, W. Jane

Suggestology and Suggestopedia: The Theory of the Lozanov Method.

Pub Date 76

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Classroom Environment, Cognitive Processes, Educational Innovation, Educational Psychology, *Educational Theories, *Hypnosis, Language Instruction, Learning Activities, *Learning Processes, Memorizing, *Memory, Psychological Studies, Psychotherapy, Recall (Psychological), *Retention, Second Language Learning, *Teaching Methods

Identifiers—Hypernesia, Lozanov (Georgi), *Lozanov Method, *Suggestology, Suggestopedia, Yoga

In "Suggestologia," Georgi Lozanov discusses his theories of Suggestology, the scientific study of suggestion, and Suggestopedia, the application of suggestion to pedagogy. The Lozanov thesis cannot properly be understood in isolation, however, and Suggestology and Suggestopedia should be considered in relation to yoga, Soviet and Western work in suggestion and psychotherapy, the Russian school of physiological psychology and the Soviet concept of the unconscious, Soviet linguistics and pedagogy. Suggestology investigates the subsensory signals or subliminal stimuli which come from the physical or social environment and which are absorbed into the unconscious mind before receiving a conscious expression. Suggestion, especially spoken suggestion, activates the reserve capacities of the mind or the memory. Suggestopedia increases memorization capacities. Hypernesia is facilitated by relaxation techniques (derived from yoga and autogenic therapy) which increase the subject's suggestibility to spoken suggestions or unconscious stimuli. The principal theoretical elements of Suggestopedia are: authority, infantilization, double-planeness, intonation, rhythm, and concert pseudo-passivity. The lack of scientific data in "Suggestologia" may lead to a negative reaction to the Lozanov thesis. The right way to approach the thesis, however, may be to translate the underlying original ideas and to reconstruct the statistical evidence in accordance with the more rigorous and less ideologically oriented methods used in Western science. (Author/AM)

ED 132 858

Kachru, Braj B.

Toward Structuring Code-Mixing: An Indian Perspective.

Pub Date [76]

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Dravidian Languages, *English, *Hindi, Indo European Languages, Language Development, Language Patterns, Language Research, *Language Role, Language Usage, *Language Variation, Linguistic Borrowing, *Multilingualism, Persian, Sentence Structure, Sociocultural Patterns, Sociolinguistics, Syntax

Identifiers—Code Mixing (Languages), *India, South Asian Languages

The notion of language dependency presupposes that there is a hierarchy of languages in a multilingual society, and that each language is assigned a functional role in a multilingual individual's restricted or extended spheres of linguistic interaction. In South Asia, language dependency has resulted in linguistic convergence of two types: (1) convergence within the inner language circle, that is, within South Asian languages; (2) outer linguistic imposition, or dependency on languages outside the South Asian language periphery. This type of convergence is seen in the Persianization and the Anglicization of the inner circle languages. This study is concerned with an aspect of the convergence with English, code-mixing, or the use of one or more languages for consistent transfer of linguistic units from one language into another, resulting in a new code of linguistic interaction. Code-mixing is role-dependent because the religious, social, economic, and regional characteristics of the participants are crucial in understanding the event. It is function-dependent because the specialized use to which a language is being put determines code-mixing. The study explores the formal manifestations and motivations for code-mixing, the acceptability constraints on it, and its influence on South Asian languages. (CLK)

ED 132 859 FL 008 261

McAlpin, David W.

A Core Vocabulary for Tamil. Final Report.

Pennsylvania Univ., Philadelphia. Inst. of South Asia Regional Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date Nov 76

Contract—300-75-0314

Note—146p.

Available from—South Asia Regional Studies, 820 Williams Hall CU, University of Pennsylvania, Philadelphia, Pennsylvania 19174

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Diacritical Marking, Dialects, Diglossia, Dravidian Languages, *Glossaries, Instructional Materials, *Language Instruction, Language Variation, Pronunciation, Second Language Learning, Semantics, *Standard Spoken Usage, *Tamil, Uncommonly Taught Languages, *Vocabulary, Word Frequency, Word Lists, *Written Language

This vocabulary list is directed towards the Tamil instructor and the advanced student. Its primary goal is to bring some order to the teaching of vocabulary in the first two years of Tamil instruction. A secondary goal is to help the student through the vocabulary maze of Tamil diglossia. Three main criteria were employed in selecting words for the list: high frequency, usage, and semantic adequacy. The list is primarily in Modern Literary Tamil (MLT) and is glossed in both Colloquial Tamil (CT) and in English. High Literary Tamil (HLT) words have been entered in brackets after or under the main MLT entry as a third variant. As the normal script used for MLT is in many ways ambiguous for colloquial pronunciation, a system of diacritics has been added to make the pronunciation clear. Appendix I groups the words by semantics and usage and allows for access to the list through CT or English. Appendix II gives the few words which have a high frequency in LT but were not included in the main list because of a more common synonym. (Author/AM)

ED 132 860

Johnson, Dora E. And Others

Languages of Southeast Asia and the Pacific. A Survey of Materials for the Study of the Uncommonly Taught Languages.

FL 008 262

Center for Applied Linguistics, Arlington, Va.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 76

Contract—300-75-0201

Note—73p.

Available from—Center for Applied Linguistics,
1611 North Kent Street, Arlington, Virginia
22209 (\$3.95 each fascicle; complete set of 8,
\$26.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Annotated
Bibliographies, *Austro Asiatic Languages,
Burmese, Cambodian, Dialects, Dictionaries,
Indonesian, *Indonesian Languages, *Instruc-
tional Materials, Language Instruction, Lan-
guage Variation, Lao, Malay, Reading Materi-
als, *Sino Tibetan Languages, Thai, *Uncom-
monly Taught Languages, Vietnamese

Identifiers—Burma, Cambodia, Indonesia, *Lan-
guages of the Pacific, Laos, Malaysia, Philip-
pines, Thailand, Vietnam

This is an annotated bibliography of basic tools
of access for the study of the uncommonly taught
languages of Southeast Asia and the Pacific. It is
one of eight fascicles which constitute a revision
of "A Provisional Survey of Materials for the
Study of the Neglected Languages" (CAL 1969).
The emphasis is on materials for the adult whose
native language is English. Languages are
grouped according to the following classifications:
Burma (and Yunnan); Cambodia, Laos, and
Thailand; Vietnam; Indonesia and Malaysia;
Philippines; Languages of the Pacific. Under each
language heading, the items are arranged as fol-
lows: (1) teaching materials; (2) readers; (3)
grammars; and (4) dictionaries. Annotations are
descriptive rather than critical. Wherever possible
each entry contains the following bibliographical
information: author, title, place of publication,
date, and pagination. Reprints have been noted,
and accompanying tapes and records listed where
known. Approximately 170 languages, too many
to list on the resume, are dealt with.
(Author/CFM)

ED 132 861

FL 008 263

Brod, Richard I.

Survey of Foreign Language Course Registrations
and Student Contact Hours in Final Report.
Modern Language Association of America, New
York, N.Y.

Spons Agency—Bureau of Postsecondary Educa-
tion (DHEW/OE), Washington, D.C. Div. of
International Education.

Pub Date Nov 76

Contract—OEC-0-74-2125

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Declining Enrollment, Enrollment
Influences, Enrollment Rate, *Enrollment
Trends, French, German, Greek, *Higher Educa-
tion, Italian, *Language Enrollment, *Lan-
guage Instruction, Latin, Questionnaires, Rus-
sian, *Second Language Learning, Spanish,
*Statistical Surveys, Student Enrollment, Sur-
veys, Uncommonly Taught Languages

This report is based on a questionnaire survey
sent to the registrars of all two-year and four-year
colleges and universities in the United States.
Replies were received from 2,494 institutions, of
which 2,313 reported registrations in one or more
foreign languages. The fall 1974 survey shows a
decline of 6.2% in total foreign language registra-
tions between 1972, the year of the last previous
survey conducted by the MLA, and 1974. Regis-
trations declined by more than ten percent in
French, German, and Russian, but by less than
one percent in Italian and Spanish. There were
increases for Latin, Ancient Greek, and a number
of the so-called "other" or less commonly taught
languages. Spanish continues to be the leading
language in U.S. colleges, accounting for over
38% of the total. The report consists of an in-
troduction, five summary tables, thirteen detailed
tables, and an institutional directory. The detailed
tables present data by state or by region for the
seven most commonly taught languages and for
the aggregate of "other" languages, as well as
detailed comparative figures from surveys un-
dertaken in 1965, 1970, and 1972. (Author)

ED 132 862

FL 008 266

Denteh, A. Crakey Al-Hassan, Abudulai
Spoken Dagbani for Non-Dagbani Beginners.
ACTION, Washington, D.C.

Pub Date May 74

Note—97p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*African Languages, *Instructional
Materials, *Language Instruction, Language
Proficiency, Language Skills, Language Usage,
Oral Communication, Post Secondary Educa-
tion, *Second Language Learning, Sociolin-
guistics, Teaching Methods, *Textbooks,
Volunteers

Identifiers—*Dagbani

This text contains 50 lessons in Dagbani for the
student of Dagbani as a second language. The
principal emphasis of the lessons is on developing
skills in the spoken language, and study is
preferable with a native speaker of Dagbani. The
use of English is to be avoided except when ab-
solutely necessary. Because of the attention given
to oral skills, the teaching of formal grammar is
also avoided and backboard notes are not to be
provided for the students to copy. Each lesson is
structured around a specific situation or topic,
such as greetings, the market place, or the parts
of the body, and occasionally around an element
of grammar. Repetition is the basic method used.
In terms of lesson format, students repeat a given
dialogue after the teacher, and then memorize it.
Substitution drills and question-answering are
then used to reinforce what the student has
learned. Review lessons are interspersed at regu-
lar intervals. (CLK)

ED 132 863

FL 008 268

Eddy, Peter A., Comp. McLane, Kathleen,
Comp.

ERIC Documents on Foreign Language Teaching
and Linguistics: List Number 16. CAL-ER-
IC/CLL Series on Languages and Linguistics,
Number 42.

ERIC Clearinghouse on Languages and Lin-
guistics, Arlington, Va.
Pub Date Nov 76

Note—24p.; For related documents, see ED 029
538, ED 029 924, ED 033 643, ED 037 150,
ED 044 990, ED 047 592, ED 056 600, ED
062 889, ED 073 710, ED 100 124, ED 100
135, ED 102 816, ED 104 162 ED 116 498,
and ED 123 890

Journal Cit—Modern Language Journal; v60 n7
p370-391 Nov 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, Applied Lin-
guistics, *Bibliographies, Biculturalism, *Bilin-
gual Education, Careers, Child Language,
Computational Linguistics, Contrastive Lin-
guistics, Culture, Dialect Studies, *English
(Second Language), Error Analysis (Lan-
guage), French, German, Grammar, Instruc-
tional Materials, Language Handicaps, *Lan-
guage Instruction, Language Teachers, Lan-
guage Tests, *Linguistics, Phonology, Physiolo-
gy, Program Evaluation, Psycholinguistics,
Psychology, *Second Language Learning, Se-
mantics, Spanish, Teacher Education, Teaching
Methods, Translation, Uncommonly Taught
Languages

This is the sixteenth in a series of catalogues of
documents of interest to teachers and researchers
in foreign languages and linguistics that have
been processed into the ERIC system. The docu-
ments cited in the present list appeared in the
monthly ERIC abstract journal "Resources in
Education" (RIE) from July through December
1975. The list is compiled from all of the RIE
citations published during that period, not only
those contributed by the Clearinghouse on Lan-
guages and Linguistics. The list contains the fol-
lowing headings: (1) General; (2) Linguistics; (3)
Foreign Language Education; (4) Physiology and
Psychology of Language Learning; (5) Equip-
ment; (6) Bilingual/Bicultural Education; (7) En-
glish as a Second Language. Each entry includes
author's name, title of the work, source, date (if
available), length, and ED number. The list is
designed to be used in conjunction with RIE and
an ERIC microfiche collection. (Author/CFM)

ED 132 864

FL 008 274

Statman, Stella

Teaching Grammar for Purposes of Comprehen-
sion to Students of English as a Foreign Lan-
guage at University Level.

Pub Date [76]

Note—10p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Course Descriptions, Curriculum
Guides, *English (Second Language), English
for Special Purposes, Form Classes (Lan-
guages), *Grammar, Higher Education, *Lan-
guage Instruction, Language Skills, *Reading
Comprehension, Reading Skills, *Second Lan-

guage Learning, Semantics, Sentence Structure,
Teacher Developed Materials

Most students of English as a Foreign Lan-
guage at University level find it confusing to read
professional material in their field of study. Their
confusion stems not only from their lack of train-
ing in reading comprehension but also from their
inability to recognize or to distinguish between
certain grammatical constructions. It is suggested
that a brief introductory course in grammar for
purposes of comprehension can serve a valuable
purpose in isolating difficulties and in equipping
students with the new reading skills which their
university courses require. A set of worksheets
for such a course is outlined briefly, and sug-
gestions are offered for the production of addi-
tional material. (Author/AM)

ED 132 865

FL 008 276

Harber, Jean R., Comp.

Black English: Its Relationship to Reading. An
Annotated Bibliography.

Pub Date Jul 76

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, Disad-
vantaged Youth, *English, *Language
Research, Language Usage, Language Vari-
ation, *Negro Dialects, Nonstandard Dialects,
*Reading, Reading Instruction, Reading Tests,
Social Dialects, Sociolinguistics, Urban Lan-
guage

Identifiers—*Black English

Much research and writing has been carried
out in recent years in an attempt to account for
and eliminate, or at least minimize, the poor per-
formance of many Black, lower-socioeconomic
status, urban children in our schools. This an-
notated bibliography lists articles, books, and
papers that explore the theoretical frameworks
employed to describe the disadvantage or defect
these children are suffering, the features of Black
English, the effect of dialect interference on chil-
dren's performance of language and reading
tasks, the educational alternatives suggested for
teaching reading to Black English-speaking chil-
dren, and the value of currently available tests for
use with Black English-speaking children. No sin-
gle position is represented in the bibliography,
and a deliberate effort was made to include
works representative of a wide range of opinions
and findings. Because of the point to which
knowledge in the field has advanced, many en-
tries may appear to be contradictory to other en-
tries. There are still a great number of unresolved
issues in the field of Black English and its rela-
tionship to reading. (Author/CLK)

ED 132 866

FL 008 278

Butler, Jacqueline McGinty, John

Bilingual Instructional Materials Dissemination
Project. Report I: A Follow-Up Survey of SEDL
Product Adopters.

Southwest Educational Development Lab.,
Austin, Tex.

Spons Agency—National Inst. of Education (D-
HEW), Washington, D.C.

Pub Date Aug 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, *Bilingual
Education, Bilingual Teachers, Demonstrations
(Educational), Early Childhood Education, Ele-
mentary Education, Exhibits, Followup Studies,
Instructional Materials, *Marketing, Media
Selection, Merchandise Information, Question-
naires, School Personnel, School Surveys,
Spanish, Statistical Surveys, *Surveys, *Text-
book Selection

The Southwest Evaluation and Research Divi-
sion conducted a survey of 165 purchasers of
bilingual instructional materials produced by
SEDL to determine which information channels
predominate in the curriculum adoption-decision
process. The findings of this survey may be useful
in the selection of the most efficient ways to
communicate information to educators about new
instructional products and practices. A survey
form was distributed which asked the purchasers
to indicate the following: (1) how they first
became aware of the SEDL bilingual instructional
materials; (2) other sources by which they ob-
tained information; (3) what single information
source was most influential; (4) the degree of
their personal involvement in this decision; (5)
others within their school district or agency who
participated in the decision making; (6) availa-

bility for further survey information-gathering assistance; (7) current use of the purchased SEDL materials in the classroom; (8) general comments regarding the purchase of the materials. Results and discussion with respect to each of the eight issues are reviewed in turn. The major conclusions were: (1) adopters most often obtain initial information about new instructional products from personal information sources; (2) few purchasers based their adoption-decision on the single initial product information source; (3) the most influential factors were observation of the products in use and personal communication with SEDL personnel; and (4) decisions are most often group decisions. (Author/CFM)

ED 132 867 FL 008 279

Nieman, Linda Walgreen

A Selective Bibliography on the Individualization of Foreign Language Instruction.

Pub Date May 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, Classroom Techniques, Curriculum Evaluation, Individualized Curriculum, *Individualized Instruction, *Individualized Programs, *Language Instruction, Language Programs, Open Education, Program Evaluation, *Second Language Learning, Spanish, *Teaching Methods

This bibliography is part of a doctoral thesis entitled "Individualized Instruction: Its Effects upon Achievement and Interest in Beginning College Spanish," an evaluation of Purdue University's Paced Spanish program. The bibliography cites more than 140 books and journal articles on the theories and goals of foreign language teaching and on individualized instruction techniques and programs. (CFM)

ED 132 868 FL 008 280

Gomes de Matos, F. Short, A. Green

Improving Your American English Pronunciation: Intonation. Creativity: New Ideas in Language Teaching. No. 20.

Instituto de Idiomas Yazigi, Sao Paulo (Brazil). Centro de Linguística Aplicada.

Pub Date Sep 76

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American English, *Autoinstructional Aids, *English (Second Language), Independent Study, *Intonation, Language Fluency, Language Instruction, Language Skills, *Language Teachers, Oral Expression, Portuguese, *Pronunciation, Second Language Learning

If the non-native teacher of English as a foreign language hopes to approach a high standard of oral competence in the language, he must cultivate some conscious perception and control of intonation. He can achieve this objective in various ways. Situations in which natural speech occurs would be ideal but few teachers have the opportunity for contact with natives. Movies offer the second-best alternative in that the dialogue can help teachers perceive rhythm and analyze expressive intonation. The use of recordings is recommended for improving the teacher's control of interpretive intonation. But exposure to the language is not enough. Reading the available material on English intonation can also be useful. The purpose of this document is to aid the EFL teacher in improving his intonation. First, the functions of intonation are discussed. Then ten specific problems of teachers whose native tongue is Portuguese are mentioned, such as failure to rise after "vocatives" and failure to begin an interrogative sentence with a question word on medium pitch instead of high pitch. There are also six minidialogues for self-teaching which show various types of intonation. Ten annotated bibliographical references are provided. (CFM)

ED 132 869 FL 008 281

Dellinger, David W.

Reading Thai. A Programmed Approach.

Pub Date 76

Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Consonants, *Instructional Materials, *Language Instruction, Phonology, *Programmed Texts, *Reading Instruction, Reading Materials, Reading Skills, Romanization, *Second Language Learning, Textbooks, *Thai, Tone Languages

This programmed text for learning to read Thai was originally designed for students having a

grounding in Thai phonology and some facility with the language, but it has been made useful for students without this background by the inclusion of a summary of Thai phonology and the use of romanization. The text is organized according to the three classes of Thai consonants. The letters within each class share certain writing rules, so that the rules and the individual letters are learned at the same time. A chapter summary and an alphabetical listing of the letters in Appendix 1 are provided for students who prefer to concentrate on individual letters or memorization. The material is practiced by means of short groups of reading drills. A quiz is provided at the end of each of the seven chapters. Appendix 2 provides an outline of the tone rules, while Appendix 3 gives information about using a Thai dictionary. (CLK)

ED 132 870 FL 008 292

Strasheim, Lorraine A.

Tene Me Quia Fugi (Slave Collar).

Pub Date 76

Note—15p.; In Latin; for related documents, see FL 008 293, 94

Available from—Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classical Languages, Classical Literature, Cultural Awareness, Cultural Background, Higher Education, Humor, Instructional Materials, *Language Instruction, *Latin, *Latin Literature, Poetry, Poets, *Reading Materials, Second Language Learning, Slavery, Units of Study (Subject Fields), *Vocabulary

Identifiers—Epigrams, *Martial (Marcus Valerius), Roman Empire

This mini-text is a series of Martial's epigrams on the slave. The epigrams deal with: slave torture, tenderness to a slave, the slave as a curiosity, flogging, the slave as property, a selling point, the slave as a person, sex and the slave, and slaves as gifts. The epigrams come with complete Latin-English vocabularies and reading notes. The material was prepared for a mini-course at Indiana University on the poet Martial and Roman daily life. (Author/CFM)

ED 132 871 FL 008 293

Strasheim, Lorraine A.

De Gustibus Non Disputandum (One does not Argue about Tastes).

Pub Date 76

Note—25p.; In Latin; for related documents, see FL 008 292-94

Available from—Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classical Languages, Classical Literature, Cultural Awareness, Cultural Background, Food, Higher Education, Humor, *Instructional Materials, *Language Instruction, *Latin, *Latin Literature, Nutrition, Poetry, Poets, *Reading Materials, Second Language Learning, Units of Study (Subject Fields), *Vocabulary

Identifiers—Epigrams, *Martial (Marcus Valerius), Roman Empire

Taking the epigrams of Martial and some of the reading notes from the Loeb Classical Library, this document presents classroom-ready readings on foods, including a menu excerpted from Martial and a series of two- to four-line epigrams on a variety of foods: peppers, beans, flour, beet, lettuce, turnips, leeks, cheese, sausage, eggs, bread, mushrooms, turtle doves, fish sauce, and wine. The last two concern a "gift from Martial" and the sadness of dining alone. Each page has an epigram on the left and a Latin-English vocabulary list on the right. The material was prepared for a mini-course at Indiana University on the poet Martial and Roman daily life. (Author/CFM)

ED 132 872 FL 008 294

Strasheim, Lorraine A.

Io Saturnalia! (Hurrah Saturnalia!).

Pub Date 76

Note—15p.; In Latin; for related documents, see FL 008 292-293

Available from—Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classical Languages, Classical Literature, Cultural Awareness, Cultural Background, Higher Education, Humor, *Instructional Materials, *Language Instruction, *Latin, *Latin Literature, Poetry, Poets, *Reading Materials, Second Language Learning, Units of Study (Subject Fields), *Vocabulary

Identifiers—Epigrams, *Martial (Marcus Valerius), Roman Empire, Saturnalia

This mini-text is a set of classroom ready Latin readings, a selection of Martial's epigrams complete with Latin-English vocabularies and reading notes. The readings concern the Roman holiday Saturnalia, at which time the Romans exchanged gifts and favors. The first epigram, Xenia (gifts), gives the reason for the following epigrams, which are about particular gifts: peacocks, purple fish, deer, ointment, roses, bookcase, parchment pocket edition of Vergil, parchment pocket edition of Cicero, and a volume of Catullus' poetry. The material was prepared for a mini-course at Indiana University on the poet Martial and Roman daily life. (Author/CFM)

ED 132 873 FL 008 295

Pearlman, Daniel

The Cognate Trap in Writing by Hispanic Students.

Pub Date Mar 76

Note—13p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (New York, New York, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, Bilingual Teachers, *Composition (Literary), Contrastive Linguistics, *English (Second Language), Higher Education, *Interference (Language Learning), *Language Instruction, Second Language Learning, Spanish, Spanish Speaking, *Vocabulary, Writing, Writing Exercises, *Writing Skills

Identifiers—*Cognates

The occurrence of misleading cognates in the English compositions of students whose first language is Spanish can lead to a significant failure of communication between non-Spanish-speaking teachers and their students. Such a failure can produce attitudinal changes in both teacher and student that are potentially destructive to the learning process. A paragraph contrived by the author which is especially rich in misused cognates, all of them recurrent in the writings of his students, is presented in illustration of the problem. Copies of the paragraph were given to a group of college instructors who teach composition, and the critiques that some of them offered show the "cognate trap" in operation. The suggestion is made that bilingual resource people be an essential staff component of any department responsible for the teaching of English as a second language. (Author/KM)

ED 132 874 FL 008 298

Lamberg, Walter J. Tomas, Douglas A.

Training Prospective Teachers in Coding Dialect Features.

Pub Date [76]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Auditory Discrimination, *Autoinstructional Aids, Distinctive Features, English, *Language Attitudes, Language Skills, Language Usage, *Language Variation, Linguistics, *Nonstandard Dialects, *Phonology, Reading Skills, Social Dialects, Sociolinguistics, Spanish Speaking, *Teacher Education

Research on language attitudes and performances of prospective teachers shows the need for special training to prepare teachers to work with "linguistically different" students. An attempt was made to develop, and test the effectiveness of, such training. Twenty-six prospective teachers conducted an Informal Reading Inventory on the reading of a student who exhibited features of Spanish. One group worked on a self-instructional module which presented practice in coding features and discriminating them from misuses unrelated to language differences. Significant differences were found between groups and

between pre and post-test, but trained subjects were far less accurate than judges. Implications were that special training can be effective but must provide auditory discrimination practice as well as coding practice. (Author)

ED 132 875 FL 008 300

Leeding, Velma J.

The Linguist's Role in a Bilingual Education Programme.

Linguistic Society of Australia.; Monash Univ., Clayton, Victoria (Australia).

Pub Date 76

Note—13p.

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168 Australia (\$8.00 Australian per issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Australian Aboriginal Languages, *Bilingual Education, Descriptive Linguistics, Dialect Studies, Elementary Education, *English (Second Language), Instructional Materials, *Language Instruction, Language Research, Language Skills, *Linguistics, Native Speakers, Program Descriptions, Reading Skills, Regional Dialects, Sociolinguistics, Teacher Education, Uncommonly Taught Languages, Writing Skills

Identifiers—*Australia, *Linguists
This paper outlines an Australian bilingual education program for aboriginal children, and describes the role of linguists in such programs. The program consists of four stages, roughly coinciding with the first four elementary grades. During the first stage, the child becomes literate in the vernacular, is exposed to beginning content material, and learns to speak English through oral lessons. At the second stage, reading skills in the vernacular are developed, and the child begins to read and write English. In the third and fourth stages, the child learns in both languages and is ultimately instructed in English with some classes in the vernacular. The linguist has several roles in such a program. There is a need for a survey to determine how many vernaculars are spoken by the children, which should be taught, and which is the central dialect in an area where several dialects are spoken. Linguistic descriptions of the aboriginal vernaculars are needed as well as an assessment of a child's language competence in the vernacular and English at the outset of the program. Linguists are needed for the accurate preparation of educational materials. The advantages of training aborigines as linguists and literacy workers are also discussed. (CLK)

ED 132 876 FL 008 302

Kador, Susan

Issues for Language Planning in Australia. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 16.

Linguistic Society of Australia.; Monash Univ., Clayton, Victoria (Australia).

Pub Date 76

Note—11p.

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168 Australia (\$8.00 Australian per issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Australian Aboriginal Languages, *Bilingual Education, Descriptive Linguistics, *English (Second Language), Language Instruction, *Language Planning, Language Research, Linguistics, *Migrant Education, Minority Groups, Official Languages, Policy Formation, *Program Descriptions, Second Language Learning, Sociolinguistics

Identifiers—*Australia
While much attention has been given to the language problems of newly developing nations and to the various phases of planned language development such as graphization, standardization and modernization, not enough attention has been given to language planning that would serve the needs of minority groups in nations such as Australia where the national language, English, is a well-developed one. This paper looks at two major language planning programs in Australia: Migrant (Language) Education, or ME, and Aboriginal Bilingual Education, or ABE. The programs are compared to: (1) highlight the increasing dependence of planning authorities on Australian linguistics, (2) pinpoint matters requiring consideration in the early stages of the ABE pro-

gram, and (3) indicate new directions for ME. The paper includes two tables which outline the programs and an appendix which summarizes points of comparison in terms of: policy goals; implementers; target population; specific aims, such as languages to be taught; sources of concepts, methods, and language materials; the programs in terms of teacher training, material preparation, administration, and language development; problems encountered; products such as teaching materials and linguistic descriptions; and by-products such as increased linguistic awareness, models for language education, changes in research trends, and an increased demand for training in linguistics. (CLK)

ED 132 877 FL 008 303

Flint, E. H.

Language Planning in Relation to the Education of Bilinguals and Bilinguals. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 16.

Linguistic Society of Australia.; Monash Univ., Clayton, Victoria (Australia).

Pub Date 76

Note—17p.

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168 Australia (\$8.00 Australian per issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Australian Aboriginal Languages, Bilingual Education, *Bilingualism, Educational Policy, English (Second Language), Instructional Materials, Language Attitudes, *Language of Instruction, *Language Planning, Language Usage, Language Variation, Linguistic Borrowing, Literacy Education, Multilingualism, Official Languages, Second Languages, *Sociolinguistics

Identifiers—*Australia, *Bilingualism

The aims of this paper are to: (1) emphasize the need for language planning in efforts to solve the sociolinguistic problems of bilingual and bilingual indigenous peoples in Australia, (2) demonstrate that these problems are not confined to Australia, and (3) show that methods of language planning and research in language attitudes developed in the United States are applicable in Australia. The observations in the paper are based on twelve years of linguistic and field experience in Queensland, supplemented by papers by Spolsky and Shuy delivered at the Third International Congress of Applied Linguistics in 1972, and briefly outlined here. The sociolinguistic problems associated with the education of aboriginals in Australia are discussed, particularly the implications of linguistic variety for the choice of instructional medium. In this area, three choices are apparent: (1) instruction at least at the primary level in the aboriginal vernacular; (2) instruction in the Aboriginal English L or familiar form; (3) instruction in Standard English H or General Australian English. The best basis for planning and developing educational programs is formed by research into language attitudes and language maintenance initiated by government authorities and administered by community leaders. The linguist's role in language planning is discussed, and specific language planning efforts in Australia are briefly mentioned. (CLK)

ED 132 878 FL 008 304

Rado, Maria

Bilingual Education in Action: The Multilingual Project. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 16.

Linguistic Society of Australia.; Monash Univ., Clayton, Victoria (Australia).

Pub Date 76

Note—14p.

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Wellington Road, Clayton, Victoria, 3168 Australia (\$8.00 Australian per issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bilingual Education, *Bilingualism, Cognitive Processes, English, *Immigrants, *Individualized Instruction, Language Instruction, *Language of Instruction, *Language Programs, Language Usage, Linguistic Theory, Models, Multilingualism, Second Language Learning, Second Languages, Social Studies, Sociolinguistics, Standard Spoken Usage

The language situation of immigrants to Australia, or social bilinguals, is distinguished from that of second language learners, or cultural bilinguals. The former lag behind in employment and school achievement. The solution proposed entails learning English, though both children and adults appear to reach a plateau in learning after initial progress. This study suggests mother tongue maintenance as a solution. Evidence from linguistic theory is cited from Fillmore and McCawley. Bilinguals should be given the opportunity to observe norms in both of their languages, and bilingual education is seen as a program that takes the student's two languages in his social environment into account. Four bilingual education models are described (transitional, emphasis on the native language, emphasis on the second language, and balanced), the balanced model being seen as most suitable for Australia. The Multilingual Project described here, a form of bilingual education primarily concerned with concept learning, has developed independent study units in social studies. 600 students in fifteen secondary schools are participating, and materials are provided in English and Arabic, Greek, Italian, Turkish, Serbian and Croatian. The goal of the project is to allow students to opt for aspects of each heritage rather than totally rejecting or accepting either one. (CLK)

ED 132 879 FL 008 306

Packard, Suzanne Bradford

An Evaluation of the Foreign Language Appreciation Program in Baltimore County.

Baltimore County Board of Education, Towson, Md.

Pub Date 76

Note—16p.; For related document, see FL 008 307

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Evaluation, Cross Cultural Studies, Cultural Activities, *Cultural Awareness, Cultural Education, Cultural Enrichment, Curriculum Evaluation, *Language Instruction, *Language Programs, Modern Language Curriculum, Needs Assessment, *Program Evaluation, *Questionnaires, *Second Language Learning, Student Opinion, Teacher Attitudes

Identifiers—*Foreign Language Appreciation Program, Maryland (Baltimore County)

This report is an evaluation of an exploratory program in foreign languages called "Foreign Language Appreciation" (F.L.A.), which has been implemented in several schools in Baltimore County, Maryland. Questionnaires designed to evaluate the program in general were sent to F.L.A. teachers; questions concentrated on the areas of organization and curriculum. Questionnaires were also sent to current and former students in one school in order to ascertain their reactions to the program. The results showed an overall satisfaction with and approval of the F.L.A. program on the part of both teachers and students. Some problem areas that needed consideration were: (1) the current curriculum guide; (2) certain organizational and scheduling patterns; (3) the need for uniformity among teachers in the maintenance of classroom discipline and correlation of materials selected; (4) the need for additional materials; (5) the mandatory aspect of the program. Some strong points were identified, such as the greater number of students exposed to the cultures and languages of other countries and the improved ability of a student to form a preference for a language to be studied in the future. The questionnaires and a statistical interpretation of the responses are given in appendices. (CFM)

ED 132 880 FL 008 307

Medvitz, James A.

A Twenty-hour, In Service, Departmental Curriculum Workshop to Develop a Foreign Language Appreciation Curriculum.

Baltimore County Board of Education, Towson, Md.

Pub Date [75]

Note—24p.; For related document, see FL 008 306

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Activities, *Cultural Awareness, Cultural Education, Cultural Enrichment, *Curriculum Development, Curriculum Enrichment, *Inservice Teacher Education, Junior High Schools, *Language Instruction, *Modern Language Curriculum, *Second Language Learning, Spanish, Teacher Workshops

Identifiers—*Foreign Language Appreciation Program, Maryland (Baltimore County)

This document reports on a workshop held to develop the curriculum for a foreign language appreciation program. The first chapter discusses the general educational concerns in preparing a FLA curriculum: course content, the student, and the foreign language teacher. Cultural appreciation is the dominant theme and the rationale for the FLA program. The language, however, is still the primary medium for expressing the very essence of that culture. The basic belief of those committed to an exploratory program is that all students can learn a foreign language if given enough time and the right kind of environment. Language teachers must accept the fact that foreign language study must be made available to every student, not only to the better students. The topic of the second chapter is supervisory considerations. The way the new program is organized and presented to the teachers is of utmost importance. The "new" student in the middle grades is discussed in the third chapter. The curriculum must be planned with this student's principal characteristic in mind: an increasing resistance to the established educational procedures and goals. The fourth chapter is devoted to disciplinary considerations. Language teachers will now have many low-ability students whose background in discipline is usually poor. In the fifth chapter performance objectives and tasks are considered, and examples follow in the sixth chapter. The seventh chapter presents models of possible lesson plans and learning experiences for curriculum consideration. The final chapter gives guidelines for pre-assessment of the program. A short bibliography is provided. (Author/CFM)

ED 132 881 FL 008 308

Reschke, Claus

Career Education at the College Level: A Modest Proposal.

Pub Date Aug 76

Note—19p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (44th, Philadelphia, Pennsylvania; August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accounting, *Career Education, College Curriculum, *College Language Programs, Cultural Education, Engineers, *German, Higher Education, Intensive Language Courses, Job Skills, *Language Instruction, Language Proficiency, *Languages for Special Purposes, Language Skills, Lawyers, Marketing, Professional Personnel, *Second Language Learning, Sociolinguistics, Tourism

Foreign language programs in America have not tried to meet the specific needs of undergraduate and graduate students enrolled in professional schools who are preparing for an international career in law, marketing, accounting, hotel management, or engineering. These students need to be able to use the language in the performance of their professional duties. For them a foreign language is an auxiliary skill that allows them to do their job in the foreign country efficiently. Since most of these professionals stay in the foreign country for extended periods, they must be able to peak the foreign tongue with some fluency, must know enough about the foreign culture to integrate smoothly into the social environment and, most important, must have mastered the professional vocabulary they need to carry on their business. The proposed twelve-months, semi-intensive program achieves these goals through a combination of well tested and innovative methods in language instruction. These include a modular approach to the teaching of social-linguistic situations, culture, and the basic vocabulary essential to each student's professional area. A vital component of the program is an eight-to-twelve week practicum in the student's professional field in the target language country. (Author)

ED 132 882 FL 008 309

Birmingham, John C., Jr.

Black English Near Its Roots: The Transplanted West African Creoles.

Pub Date 5 Nov 76

Note—20p.; Paper presented at the meeting of the American Dialect Society, (Atlanta, Georgia, November 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Creoles, *Diachronic Linguistics, Dialect Studies, *English, Language Research, *Language Variation, *Negro Dialects, Non-standard Dialects, Sociolinguistics

Identifiers—*Black English

It seems highly likely that many of the features of Black American English can be traced back to the Afro-Portuguese Creole dialects that sprang up in the fifteenth century in Portuguese slave camps along the West African coast, particularly in the Gulf of Guinea area, the area of greatest concentration of activity during the slave trade. This Creole was used for communication by the Portuguese slave traders and the slaves on the one hand, and by the slaves themselves on the other hand, since these latter were drawn from many different African tribes speaking mutually unintelligible languages. Some of the early features of Black English have disappeared, due to contact with Standard English. For example, negation with "no" and the use of "me" as a subject pronoun are almost undoubtedly of Afro-Portuguese origin and are echoed in Jamaican Creole English. Other features of Black American English have remained and have exact parallels in the speech of certain blacks in the Caribbean, for instance, whose Creole dialects neglect gender distinctions, shun the "redundant" plural, and merge verb forms into one single form. Similarly, a Black English noun-deriving process is seen in the Creole dialects, as are other features commonly seen in Black English. (Author/CLK)

ED 132 883 FL 008 315

Stemmer, Nathan

The Role of Innate and Acquired Generalization Classes in Language Acquisition.

Pub Date 6 May 76

Note—22p.; Paper presented at the Interdisciplinary Conference, "Perspectives on Language" (University of Louisville, May 6-8 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, Behavior Theories, *Child Language, *Cognitive Processes, *Concept Formation, Discrimination Learning, *Generalization, *Language Development, Learning Processes, Learning Theories, Perception, *Psycholinguistics, Semantics, Syntax

One of the most important capacities which children employ when learning language is the capacity to generalize. A child who hears an utterance of a verbal expression while perceiving a particular object (or action, aspect, etc.) becomes normally able to apply the expression not only to this object but also to all those objects which, for him, are similar to the original one. These objects constitute his generalization class relative to the original object. Two kinds of generalization classes can be distinguished: species-determined, or innate, and species-indetermined, or acquired. Whereas children are born with the capacity to generalize in accordance with the former classes, they must undergo certain kinds of experiences in order to learn to generalize according to the latter classes. In the paper, it is shown that the capacity of children to generalize in accordance with both innate and acquired generalization classes plays a fundamental role in language acquisition. In particular, this capacity enables children to learn to associate a large number of words with the correct classes of objects and to acquire the creative ability of understanding and producing new sentences. (Author)

ED 132 884 FL 008 319

English Language Teaching Profile: Austria.

British Council, London (England). English Teaching Information Centre.

Pub Date Jun 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, Curriculum, *Educational Policy, Elementary Secondary Education, *English (Second Language), English for Special Purposes, Higher Education, Inservice Teacher Education, Instructional Materials, *Language Instruction, Language Planning, *Language Programs, *Language Role, *Language Teachers, Language Tests, Second Language Learning, Teacher Education

Identifiers—*Austria

This is a summary in outline form of the English language teaching situation in Austria. English is not the medium of instruction, and is not extensively used except in university English departments and other departments where much of the reading matter is in English. In most school districts English is begun in the third year, although in some schools it is being introduced earlier. Textbooks and other instructional materials are controlled by the Ministry of Education,

leading to a rigid system allowing for little experimentation. English for special purposes is in use at some universities. Teacher training, including inservice training, and examinations, vary regionally and according to the educational level, but are generally state-controlled. Various types of private schools also contribute to English instruction. The British Council provides lecturers, teacher exchange, counselling, and other services towards the support of EFL; some contribution is also made by the United States Information Service. The outline ends with a bibliography of current relevant research and instructional materials. (AM)

HE

ED 132 885 HE 008 343

In Support of Lifelong Learning. A Report to the Connecticut Commission for Higher Education by a Resource Group on Continuing Education and Community Service.

Connecticut Commission for Higher Education, Hartford.

Pub Date Jul 75

Note—31p.

Available from—Connecticut Commission for Higher Education, P.O. Box 1320, Hartford Connecticut 06101 (Doc. 75-F-55 (d) 030; 75-M-25-030)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Adults, *Community Service Programs, Continuing Education Centers, *Continuous Learning, Educational Coordination, Enrollment Trends, Faculty, *Higher Education, *Program Coordination, *Statewide Planning, Student Problems, University Extension

Identifiers—*Connecticut

A Resource Group on Continuing Education and Community Service was organized to study continuing education service programs in Connecticut and make recommendations regarding them to the state Commission for Higher Education. Examination of existing programs revealed a substantial rise in the number of citizens taking advantage of these programs; the absence of well defined programs in many of the state's institutions; the absence of appropriate and systematic program coordination between institutions; the need for cooperation among institutions of higher education and other public and private sources of programs in order to make information available and access easier; the difficulties encountered by those who would enroll in such programs and their need for services that would enable them to gain the most from study in the time allowable; and the need for greater practical recognition for faculty in these programs. The Resource Group presents specific recommendations directed at each of these conditions. (JMF)

ED 132 886 HE 008 356

Planning Necessary to Ensure That Educational Quality Is Being Achieved at the Postsecondary Level.

Michigan State Dept. of Education, Lansing.

Pub Date [74]

Note—31p.

Available from—Michigan Department of Education, Lansing, Michigan.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accreditation (Institutions), Coordination, *Educational Accountability, Educational Assessment, Educational Planning, *Educational Quality, Evaluation Criteria, *Evaluation Methods, Faculty, *Higher Education, Institutional Role, Standardized Tests, State Boards of Education, *Statewide Planning, Surveys

Identifiers—*Michigan

As part of the Michigan State Board of Education's continuing activities in the planning and coordination of postsecondary education in the state, an attempt has been made to examine the question of the quality of the educational process. It was determined that a committee of the faculty of the institutions of higher education would be the best source for information regarding educational quality. From the basic framework developed by the faculty group, a series of six recommendations are suggested, including examination of applicability of the State Board of Education's six-step accountability model, ex-

panded use of institutional role statements, use of regional and specialized accrediting agencies, student survey and follow-up studies, institutional self-evaluation, and experimentation with standardized tests. (JMF)

ED 132 887 HE 008 364
**Post-Secondary Education Commission of Maine
 Planning Proposal for Fiscal Year 1974.**

Maine State Post-Secondary Education Commission, Augusta.

Pub Date 30 Sep 75

Note—215p.; Best available copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, Directories, Educational Finance, *Enrollment, Enrollment Rate, Facility Inventory, Geographic Distribution, Information Systems, Nonresident Students, *Post Secondary Education, Private Colleges, Public Schools, State Agencies, *State Boards of Education, State Legislation, *State Surveys, *Statewide Planning, Student Distribution, Tables (Data)

Identifiers—*Maine, Maine Post Secondary Education Commission

Information gathered about postsecondary education in Maine include: enrollment data for both public and private institutions; geographic distribution of out-of-state students; programs of study in public and private institutions for the academic year 1975-76; facilities inventory for public and private institutions; directory of administrative officers for postsecondary institutions, the Office of the Chancellor, and the Office of the Commissioner of Educational and Cultural Services; the proposal for the establishment of a uniform data bank and the development of alternative funding plans for postsecondary education, and the subsequent report; preliminaries and notes for the public hearing on the need for a permanent postsecondary education commission in Maine, and the legislation establishing the Post-Secondary Education Commission of Maine. (Author/MSE)

ED 132 888 HE 008 366

A Survey of the Geographic Origins of Students Attending Institutions of Higher Education in Mississippi, Fall Term, 1975-76.

Mississippi State Building Commission, Jackson; Mississippi State Postsecondary Education Planning Board, Jackson.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—100p.

Available from—The Postsecondary Education Planning Board, Jackson, Mississippi 39205

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Demography, Educational Planning, Enrollment, *Higher Education, Junior Colleges, Nonresident Students, Private Colleges, *Residential Patterns, Resident Students, School Statistics, State Colleges, State Universities, *Statewide Planning, *Statistical Data, Statistical Surveys, *Student Enrollment, Surveys, Universities

Identifiers—*Mississippi

Every institution of higher education in Mississippi was surveyed to determine the origins of students. The purpose of the study was to try to find the answer to the large increases in total enrollments reported by the state universities, the public junior colleges, and some of the private senior colleges after the opening of the 1975 fall semester. Total enrollment figures are given, along with a breakdown showing the home county for in-state students and the total number of out-of-state students for each institution. (JMF)

ED 132 889 HE 008 370
Chambers, M. M.

A Record of Progress: Four Years of State Tax Support of Higher Education, 1972-3 Through 1975-6.

Pub Date 76

Note—73p.

Available from—Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, Illinois 61832 (Order No. 1812, \$10.00)

Document Not Available from EDRS.

Descriptors—Agricultural Education, Educational Facilities, *Educational Finance, *Higher Education, Medical Education, Operating Expenses, Scholarships, *State Aid, State Boards of Education, *Tables (Data), Tax Allocation, *Tax Support

The data for this report were supplied by key persons in each state who reported them to the monthly newsletter "Grapevine." The data include sums appropriated by states for operating expenses, taxes preallocated to institutions (that is, not requiring periodic appropriation), sums for all state scholarships, appropriations to statewide governing and coordinating boards, and appropriations made separately for medical centers, agricultural experiment and extension stations, and other decentralized facilities. Appropriations for capital outlay and sums clearly originating from sources other than state taxes are excluded. Data are given for each state by year and by institution, and presented in graphs to show trends since 1960. Forty-eight consecutive issues of "Grapevine" (April 1972-March 1976) are included. (Author/MSE)

ED 132 890 HE 008 374
Mental Health Continuing Education Programs for Long-Term Care Providers.

National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 75

Note—103p.; Pages 91 through 98 of the original document are copyrighted and therefore not available. They are not included in the pagination

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-024-00458-8)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Education, *Continuing Education Units, Extension Education, *Higher Education, *Mental Health, *Models, National Programs, *Nursing Homes, Personal Care Homes, Psychological Needs, Residential Care, Senior Citizens, *University Extension, Vocational Retraining

Identifiers—Adelphi University, Boston University, *Caregivers, Hofstra University, Iowa Lakes Community College, Massachusetts Mental Health Center, North Texas State University, University of Southern California

A national mental health continuing education program for personnel employed in long-term care facilities was developed by the National Institute of Mental Health's Continuing Education Branch. The immediate goal was to demonstrate linkage between mental health, continuing education, and long-term care resources to increase the knowledge and skills of caregivers, based on the assumption that the training would improve the psychosocial aspects of caregiving. The program strategy included involvement of identified leaders in the field, development of demonstration-model-training programs, and strengthening regional office capabilities. This report details demonstration models at Adelphi University School of Nursing and Social Work, Hofstra University School of Education, Massachusetts Mental Health Center and the Boston University School of Social Work; North Texas State University; University of Southern California; and Iowa Lakes Community College. (LBH)

ED 132 891 HE 008 392
Smith, Albert B.

Faculty Development and Evaluation in Higher Education. ERIC/Higher Education Research Report No. 8, 1976.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 76

Note—85p.

Available from—Publications Departments, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Faculty, Educational Development, *Evaluation, Faculty, Faculty Evaluation, *Higher Education, Job Development, Peer Evaluation, *Professional Continuing Education, *Program Descriptions, Programs, Self Evaluation, Skill Development, Student Evaluation of Teacher Performance, Teacher Improvement

Identifiers—*Growth Contracting

The position taken in this paper is that the distinction usually made between faculty evaluation and faculty development is not altogether valid. In most cases, these two programs share the goal of the improvement of college teaching, as well as sharing many programming elements,

policies, and procedures. This research focuses on the extent to which currently proposed models of faculty development and evaluation have been implemented in higher education. It also reviews some of the current research on student, colleague, administrator, and self-evaluation of college teachers. Four faculty development and three faculty evaluation programs illustrate the dynamic nature of current programs, and one program attempts to combine the two concepts into "growth contracting." (Author/MSE)

ED 132 892 HE 008 398
Commodity, Firmness, and Delight. A Study of Architectural Education in Ontario.

Council of Ontario Universities, Toronto.

Report No—76-15

Pub Date Sep 76

Note—364p.

Available from—Council of Ontario Universities (Conseil des Universités de l'Ontario), 130 St. Georges St., Suite 8039, Toronto, Ontario

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—*Architectural Education, Curriculum Planning, Graduate Study, *Higher Education, Professional Education, *Program Coordination, *Program Planning, *Statewide Planning, *Universities

Identifiers—*Ontario

The Architecture Study Planning Group (ASPG) makes 62 recommendations for architecture education in Ontario's universities. Based on these recommendations, the Council of Ontario Universities makes several observations about the state of the discipline: that (1) architecture programs are basically sound, but would benefit from greater coordination; (2) enrollment growth be gradual; (3) graduate studies should be developed, but with caution; (4) the existing diversity of programs is desirable; (5) cooperative planning should be encouraged; and (6) there is need to clarify the roles of the universities and the profession in the preparation of architects. Specific recommendations are either accepted, referred to individual universities and study groups, or rejected. Contents include the full report of the ASPG, university comments on the report, supplementary comments of the ASPG, comments by the Ontario Council on Graduate Studies, and the response of the Ontario Association of Architects. (MSE)

ED 132 893 HE 008 420
Erwin, J. Michael Norris, Donald M.

Postsecondary Planning Methodologies. Consultants Report to the Georgia Postsecondary Education Commission.

Pub Date Nov 75

Note—149p.; Page 70 not reproducible due to marginal legibility

Available from—Georgia Postsecondary Education Commission, 2970 Peachtree Road, N.W. Atlanta, Georgia 30305

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Attitudes, Educational Demand, Educational Planning, *Educational Supply, *Enrollment Trends, *Higher Education, *Post Secondary Education, *Proprietary Schools, Public Opinion, State Surveys, *Statewide Planning

The conceptual outline of a series of six studies to be initiated over the next 18 months by the Georgia Postsecondary Education Commission (GPEC) is presented. These studies will culminate in a statewide plan for Georgia postsecondary learning that is planned for 1976. The first four studies are major data collection and analysis activities. They are: (1) the enrollment study, which recommends a comprehensive, 5- to 10-year historical analysis of enrollment trends; (2) the accessibility study, which provides several potential methodologies for gauging the accessibility of Georgia educational institutions in terms of geography, tuition, and the nature of the region; (3) the potential program duplication study, which recommends techniques for constructing a program inventory; and (4) the proprietary school report, providing a critique and analysis of a previous proprietary school survey. The fifth study reported, the issues and problems study, suggests how the GPEC can combine public hearings and small group meetings to provide additional data on educational issues. In the final section of this report suggestions are made on how informational and attitudinal inputs can be combined to produce a statewide plan for postsecondary learning in Georgia. (LBH)

ED 132 894 HE 008 424
Summary of State Legislation Affecting Higher Education in the South, 1976.

Southern Regional Education Board, Atlanta, Ga.
 Pub Date Nov '76
 Note—67p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Ga. 30313

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Budgets, Collective Bargaining, Educational Coordination, *Educational Economics, *Educational Finance, *Enrollment, Enrollment Trends, Geographic Regions, Governance, *Higher Education, Medical Education, Salaries, *Southern States, State Agencies, State Aid, State Colleges, *State Legislation, State Universities, Student Financial Aid, Tuition, Veterinary Medicine

Identifiers—*Southern Regional Education Board

The thirteen states that comprise the Southern Regional Education Board are Arkansas, Virginia, Georgia, Tennessee, West Virginia, Kentucky, Maryland, Mississippi, North Carolina, Florida, South Carolina, Louisiana, and Alabama. The economy was the big issue in the 1976 legislative session in each of these states. Falling state revenues made increases in higher education as well as in other state agencies virtually impossible. Topics related to education that were handled by the legislatures include enrollment increases caused by the tight job market; proposed tuition increases to supplement the state appropriations; coordination and governance of higher education; medical education programs; veterinary medicine programs; collective bargaining; aid to private education; student aid; and faculty salary increases. These topics are detailed in this state-by-state legislative report. (JMF)

ED 132 895 HE 008 426

The Educational Backgrounds of State Executives: A Study of Postsecondary Educational Patterns of State Elites. Report and Recommendations.

National Inst. of Education (DHEW), Washington, D.C.
 Pub Date '76
 Note—100p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Background, *Administrator Education, Bachelors Degrees, Career Ladders, *Career Opportunities, College Majors, Degrees (Titles), *Females, Graduate Study, *Higher Education, Management Development, *Minority Groups, *Occupational Mobility, Southern States, *State Government

Identifiers—Alabama, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia

The relationship between educational background and mobility into the executive ranks of state government was examined in a questionnaire survey of 839 state executives at the assistant division chief level and above. This study is part of a large study of the background characteristics of executives from South Carolina, Mississippi, North Carolina, Virginia, Alabama, Kentucky, and Tennessee. The major conclusions are: (1) Over half of the executives had graduate level education, and 48 percent had graduate level degrees, a finding that indicates the declining value of a bachelor's degree. (2) Three primary areas at the undergraduate level allow maximum executive mobility—the physical and biological sciences, business, finance and economics, and engineering—and these are areas in which women and minorities are less likely to major. (3) A select few colleges and universities in the region provide the greatest opportunity for mobility, especially in terms of graduate degree program offerings. (4) The educational system poses barriers for the mobility of women into the executive ranks of government that few policymakers have adequately analyzed. Recommendations are made for expanding opportunities. (LBH)

ED 132 896 HE 008 429

Health Professions Education Facilities in the Non-Profit Sector, 1973.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
 Pub Date 30 Apr '76
 Contract—NO1-PE-24023
 Note—632p.

EDRS Price MF-\$1.16 HC-\$34.15 Plus Postage.

Descriptors—Dentistry, *Facility Inventory, *Facility Planning, Facility Requirements, *Facility Utilization Research, *Health Occupations Centers, *Health Occupations Education, *Higher Education, Medicine, *National Surveys, Needs Assessment, Optometrists, Pharmacy, Public Health, Veterinary Medicine

Identifiers—Osteopathy, Podiatry

In this study of the physical facilities of the nation's health professions schools, all schools of dentistry, medicine, optometry, osteopathy, pharmacy, podiatry, public health, and veterinary medicine, and all parent institutions of the schools, were surveyed in May of 1973. The major goals of this pioneering survey were to assess the nature and use of existing, under construction, and planned facilities, and to forecast the anticipated replacement or expansion of facilities in the following decade. At the time of this writing, three years after the first survey, very few of the data are obsolete. Information on nonclinical instruction facilities has to do with amount, condition, and perceived needs for room types: classrooms, class laboratories, research and research training space, library space, auditoria, faculty offices, administrative areas, animal facilities, and other kinds of space. Clinical teaching facilities available to the schools are also inventoried in square footage and in terms of beds, examination rooms, and ambulatory patient stations. Analyses are made of resource utilization. Census data are projected to determine use of facilities and output of health professionals in future years. (Author/MSE)

ED 132 897 HE 008 430

Geographic Origins of Students. Fall 1975.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—OIR-2-76A
 Pub Date Nov '76
 Note—471p.; Not available in hard copy due to marginal legibility of original document

Available from—Central Staff Office of Institutional Research, State University of New York, Albany, New York 12210

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Students, *Demography, *Enrollment Trends, *Geographic Distribution, Geographic Location, *Higher Education, Non-resident Students, Resident Students, State Colleges, State Universities, Tables (Data)

Identifiers—*New York, *State University of New York, SUNY

This report presents the results of the annual survey of the geographic origins, or permanent residences, of students attending institutions of the State University of New York in the fall 1975 term. The report includes all credit course students and all institutions of the State University system. The student and institutional data elements that enter into this report are student level (undergraduate and graduate), student load (full- and part-time), permanent residence, and institutional location. Part I presents data for the entire system; Part II contains tables for each institution; and summary tables for institutional type; Part III contains tables for each New York State county, and listings for out-of-state residences; Part IV is a trend table for 1959 through 1975, indicating origins of students by percent of population in individual institutions and by institution type.

ED 132 898 HE 008 431

Prather, James E. And Others

The Relationship of Major Field of Study with Undergraduate Course Grades: A Multivariate Analysis Controlling for Academic and Personal Characteristics and Longitudinal Trends.

Georgia State Univ., Atlanta. Office of Institutional Planning.
 Report No.—OIP-77-3
 Pub Date Aug '76

Note—168p.; Not available in hard copy due to marginal legibility of original document

Available from—Office of Institutional Planning, Georgia State University, Atlanta, Ga. 30303

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Aptitude, College Curriculum, *College Majors, Courses, Enrollment Trends, *Grading, *Higher Education, Statistical Analysis, *Statistical Studies, Student Interests, Tables (Data), Undergraduate Study, *Units of Study (Subject Fields)

Identifiers—*Degree Inflation, *Georgia State University

This study of undergraduate grading practices at Georgia State University investigated differences in grading patterns by major fields of study, controlling for such antecedents as scholastic aptitude, demographic background, course type, and longitudinal trends. The principal finding of the study was that major field is strongly associated with the grades students receive in courses throughout the curriculum. This and previous grade studies support the proposition that the various parts of the curriculum have different grading standards. There has been a shift of course enrollments and majors away from the traditional curricula to the newer curricula. It is suggested that many students have been avoiding courses with traditionally stringent grading practices, creating a condition which might be called "degree inflation"; that is, more students are moving into degree programs which they find have grading standards reflecting their abilities and/or interests. Extensive data tables and statistical analyses are included. (Author/MSE)

ED 132 899 HE 008 436

Lutz, Francis C. And Others

A Guide to Educational Project Center Operations. A Manual Based Upon the Model Project Center of Worcester Polytechnic Institute.

Worcester Polytechnic Inst., Mass.
 Pub Date 19 Dec '75
 Note—98p.

Available from—Worcester Polytechnic Institute, Worcester, Massachusetts 01609

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Credit Courses, Educational Finance, Educational Innovation, *Extension Education, *Facility Planning, *Guides, *Higher Education, *Off Campus Facilities, Program Costs, *Program Evaluation, Undergraduate Students

Identifiers—Worcester Polytechnic Institute

During the 1974-75 academic year, Worcester Polytechnic Institute opened an off-campus, educational project center in Washington, D.C. An on-site director, supported by an on-campus administrator, as assisted by four other faculty members, staffed the center during its first year of operation. Sixty-six undergraduate students completed educational projects for academic credit in cooperation with 14 Washington-based organizations. The operation of the center, including the definition of program objectives and the program's development, implementation, and followup are presented. Guidelines are indicated for financing an off-campus center. (Author/LBH)

ED 132 900 HE 008 438

Hansen, W. Lee Weisbrod, Burton A.

On the Distribution of Costs and Benefits of Public Higher Education: Reply.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
 Pub Date Feb '71

Note—21p.; For related document see ED 037 157

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cost Effectiveness, Economic Factors, Educational Benefits, Educational Economics, Financial Support, Government Role, *Higher Education, *Policy Formation, Public Education, *Public Policy, *School Taxes, *Tax Support

Identifiers—California, Pechman (Joseph), Sharkansky (Ira)

A reply is offered to Joseph Pechman and Ira Sharkansky, who have refuted the contentions of the authors in their book, "Benefits, Costs, and Finance of Public Higher Education," which deals with the size and distribution of costs and benefits. Pechman and Sharkansky's critique, "The Distributional Effects of Public Higher Education in California," appears in the "Journal of Human Resources," v5 n3 page 361-370, Summer 1970. The Hansen-Weisbrod approach involved comparing the distributional pattern of subsidies for higher education in California with the distribution of state and local taxes. It was emphasized that the final work as to the redistributional effects of all government programs cannot be written on the basis of a study of any one public service. A major objection of Pechman and Sharkansky centered on the authors' treatment of the distribution of the bur-

den of taxes that support higher education. This issue is discussed, along with those of classifying beneficiaries and general policy implications. (LBH)

ED 132 901 HE 008 440
Recent Enrollment Trends in Degree-Granting Institutions in New York State. Perspectives for Planning.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid, 99 Washington Avenue, Albany, New York 12230

Pub Date Sep 76

Note—93p.

Available from—State Education Department, Office of Postsecondary Research, Information Systems and Institutional Aid, 99 Washington Avenue, Albany, New York 12230

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Enrollment Rate, *Enrollment Trends, *Higher Education, High School Graduates, *Post Secondary Education, Residential Patterns, School Statistics, State Colleges, *State Surveys, State Universities, *Statistical Data, *Student Enrollment, Technical Institutes

Identifiers—*New York

Data presented were made available through the cooperative efforts of the State Education Department and the responding institutions, the principal data source being the computerized Postsecondary Information System's DATACORE. This document demonstrates some of the system's capabilities in displaying basic enrollment data. Three approaches are used here to display data, each providing a different perspective on enrollment patterns and trends. Some of the general findings are as follows: total state enrollment reached an all-time high in 1975 of nearly one million students; both full-time and part-time undergraduate enrollments increased, but part-time enrollment grew more rapidly; full-time graduate enrollment increased slightly, while part-time enrollment decreased slightly; the State University and private sector enrollments increased at about the same rate, while City University enrollments decreased; private and state community colleges experienced substantial increase in both full-time and part-time undergraduate enrollments; private engineering technical colleges grew substantially in enrollments; and the proportion of New York State high school graduates going on to postsecondary education in the state has remained stable over the first half of this decade. The report also provides detailed data on individual institutions. (Author/LBH)

ED 132 902 HE 008 441
University of Illinois Employees Job Satisfaction Study.

Illinois Univ., Champaign. Bureau of Institutional Research.

Pub Date Dec 74

Note—74p.; Some tables in Appendix may be marginally legible due to type size

Available from—University of Illinois, University Bureau of Institutional Research, 409 East Chalmers, Champaign, Illinois

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, College Faculty, *Employee Attitudes, Employer Employee Relationship, *Employment Opportunities, *Higher Education, *Job Satisfaction, Nonprofessional Personnel, *Occupational Surveys, Professional Personnel, Promotion (Occupational), School Surveys, *Work Attitudes, Work Environment

Identifiers—University of Illinois Chicago Circle, University of Illinois Medical Center, University of Illinois Urbana-Champaign

During the spring of 1974, 2,048 employees at the University of Illinois (976 at Urbana-Champaign, 490 at Chicago Circle, and 582 at Medical Center) were surveyed by mail and telephone to determine their degree of satisfaction with a number of job-related factors. Academic and nonacademic groups were represented. The results indicated that there are differences in the way the university's employees feel about their job situations. There are also distinctions in job satisfaction between academic and nonacademic employees and within each of these groups. Employees as a whole are well satisfied with the following factors: the work itself; co-workers; the feeling of being liked, respected, and needed; the boss; opportunities to use and improve one's

skills and training; opportunities to control how the job is done; availability of needed supporting services, supplies, and equipment; and job-related information received. The lowest level of satisfaction involved: opportunities for promotion and promotional advancement; prospects for a comfortable retirement; earnings and prospects for financial security; and chances of bringing about needed changes in one's unit. (Author/LBH)

ED 132 903 HE 008 444

Kaplan, Oscar J.

Evaluation of a Course by Newspaper ("In Search of the American Dream").

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date Jun 75

Note—80p.

Available from—Center for Survey Research, San Diego State University, San Diego, California

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Students, *Credit Courses, Educational Assessment, *Extension Education, External Degree Programs, *Higher Education, *Instructional Innovation, National Programs, National Surveys, *Newspapers, Program Evaluation, Questionnaires

Identifiers—*University of California San Diego

The second national course by newspaper entitled "In Search of the American Dream" was given by the University of California, San Diego (Extension) starting in September 1974. Eighteen articles by eminent scholars appeared weekly in 232 newspapers, and approximately 3,500 persons enrolled in the course for credit through 163 participating colleges and universities. An additional 7,000 persons purchased the text but did not enroll for credit. Measurement of the impact of the course was accomplished by (1) telephone interviews of 2,500 subscribers to participating newspapers, (2) a mail survey of the text purchasers, and (3) a multiple-choice examination in 32 of the participating institutions. Profiles were developed on the age, sex, educational attainment, and other characteristics of persons in each of the three categories investigated. It is concluded that newspapers provide a medium with high potential for continuing and updating the formal schooling of most segments of the adult population. Suggestions for improving the procedure are offered. (Author/LBH)

ED 132 904 HE 008 452

Pottinger, J. Stanley

Affirmative Action in Higher Education.

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date 5 Nov 76

Note—17p.; Speech presented at the ABA National Institute on the Law of EEO and Discrimination in Institutions of Higher Education (November 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affirmative Action, Civil Rights, College Faculty, *Court Litigation, Decision Making, Employment Opportunities, *Equal Opportunities (Jobs), Females, *Higher Education, Job Tenure, *Racial Discrimination, *Sex Discrimination, Speeches, Teacher Dismissal, Teacher Promotion

In the field of higher education, more and more cases of race and sex discrimination are going to court. This speech indicates why this may be happening, why the trend is a disturbing one, and how cases can be gotten out of the courts. Costs, time loss, and the personal degradation of the litigation process are cited, and the complex problems that lead to litigation are discussed. Emphasized is the need for a balance between objective criteria and subjective decisions regarding hiring, promoting, and firing. (LBH)

ED 132 905 HE 008 455

Graduate Student Admissions Survey, 1975. Report No. 1-76.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Nov 76

Note—46p.; Not available in hard copy due to marginal legibility of original document

Available from—Office of Institutional Research, Report No. 1-76, Central Staff Office of Institutional Research, State University of New York Albany, N.Y.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Admission (School), Doctoral Programs, *Graduate Study, *Higher Education, Masters Degrees, Medical Education, Professional Education, *State Surveys, *Statistical Data, *Student Enrollment, Tables (Data)

Identifiers—Pharmaceutical Education, *State University of New York, SUNY

In this fifth report on graduate student admissions, data are provided regarding applications received, applications accepted, and the resultant yield of enrollees in graduate programs. The data are arrayed by program level for all of those senior institutions of the State University of New York that offer graduate programs. The graduate student data covers the Fall 1974 and Fall 1975 period. Section one of the report contains the 1975 data for individual institutions and institutional types, and it is arranged by program level; i.e., master's programs, doctoral and graduate certificate programs, and first-professional (M.D., D.D.S., Pharm.D., O.D., D.V.M., J.D.) programs. Separate tables are also included for M.D. and D.D.S. programs. Tables in Section two deal with trends for 1972, 1973, 1974, and 1975. (LBH)

ED 132 906 HE 008 456

Report No. 94 of the Task Force on State, Institutional and Federal Responsibilities in Providing Postsecondary Educational Opportunity to Service Personnel. Final Report and Recommendations.

Education Commission of the States, Denver, Colo.

Pub Date Jan 77

Note—31p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Advisory Committees, *Cooperative Planning, Costs, Data Bases, *Educational Demand, Educational Needs, Educational Planning, *Educational Supply, Enrollment Projections, Federal Government, Government Role, Higher Education, *Military Personnel, *Post Secondary Education, State Government

Military personnel are identified as a new clientele for postsecondary education. Educational opportunities for this group depend on close cooperation among diverse agencies within the military, state and federal government, and postsecondary education. This report explores in detail the nature of the issue and the types of coordination and cooperation needed among military and civilian authorities. The task force recommends several actions to enhance educational opportunities available to military personnel at civilian postsecondary institutions. They include: (1) a strong leadership role to be played by the states; (2) protecting program quality in cooperation with accrediting agencies; (3) firm commitment at the national level and the establishment of a national advisory council; (4) local cooperation; and (5) establishment of guiding principles regarding education for members of the armed forces; and (6) construction of a reliable data base on projected enrollments and costs as well as other planning information for voluntary education programs. (LBH)

ED 132 907 HE 008 459

Admissions and Financial Aid Information for Maryland's Public and Private Postsecondary Educational Institutions.

Maryland State Board for Higher Education, Annapolis.

Pub Date Oct 76

Note—280p.

Available from—Maryland State Board of Higher Education, 93 Main St., Annapolis, Md. 21401

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Admission Criteria, Catalogs, Federal Aid, Fees, *Post Secondary Education, Private Colleges, State Aid, State Colleges, *State Federal Aid, State Universities, *Student Costs, *Student Financial Aid, *Transfers, Tuition, Units of Study (Subject Fields)

Identifiers—*Maryland, Maryland State Board for Higher Education

The Maryland State Board for Higher Education publishes this annual report to disseminate information on admission's requirements, tuition and fees, program offerings, and financial aid available to Maryland citizens seeking educational opportunities beyond high school. It provides a description of state and federal financial aid programs, the State Board's policies for stu-

100 Document Resumes

dent transfer, and profiles of expenses, admissions, and financial aids at Maryland institutions of higher education. (MSE)

ED 132 908 HE 008 462

Bronard, Donald R.
Faculty Collective Bargaining. A Selective Literature Review.

Pub Date 75
Note—77p.; Ph.D. dissertation, University of Connecticut; For related document, see ED 125 432

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Collective Bargaining, Collective Negotiation, College Administration, Contracts, Doctoral Theses, *Employer Employee Relationship, Faculty Evaluation, Governance, Grievance Procedures, *Higher Education, *Historical Reviews, Literature Reviews, State Colleges, State Universities, *Teacher Administrator Relationship, University Administration
Identifiers—Adversary Relationship, *Connecticut

This literature review and historical overview of academic collective bargaining in American higher education, with special emphasis on public higher education in Connecticut, is part of a Ph.D. dissertation entitled "A Development, Comparison, and Contrast of Selected Faculty Administration Consensus Regarding Collective Bargaining Contracts in Connecticut's Four Subsystems of Public Higher Education." The review points out that the specific context in which an individual contract is negotiated appears to be the most important factor in determining the nature of that contract and its results. A key contextual factor seems to be the degree of adversarialism existent between the two power blocs, administration and faculty. The paper reviews: (1) the history and growth of collective bargaining by faculty in public institutions of higher education; (2) the reasons why faculty are turning to collective bargaining; (3) the early results of the process in public higher education institutions; (4) the influence of institutional context in the bargaining experience; (5) the problem of adversarialism highlighted by the bargaining process; and (6) the ways in which collective bargaining might be adapted to the needs of faculty in public higher education institutions. (JMF)

ED 132 909 HE 008 463

Bragg, Ann Kieffer
The Socialization Process in Higher Education.

ERIC/Higher Education Research Report No. 7. American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 76
Note—54p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Environment, *College Role, Graduate Students, *Higher Education, Interpersonal Competence, Objectives, Peer Relationship, *Personal Growth, Professional Education, Social Influences, *Socialization, *Student College Relationship, *Student Development, Student Subcultures, Student Teacher Relationship, Undergraduate Students
Identifiers—*Noneconomic Benefits of Higher Education

Ways in which institutional characteristics and student characteristics interact to produce distinctive learning environments and encourage a sense of identity in students are considered. Professional identity is defined as the process of acquiring the values, attitudes, and skills of the single chosen profession. The process takes place on both the graduate and undergraduate level. Outcomes include a high degree of goal consensus among institutional participants, the translation of this consensus into program goals and policies, the provision of one-to-one and small group interaction between faculty and students, and the provision of opportunities for the development of student subcultures. Also considered is the importance of the educational setting, faculty members as socializing agents, and the student peer group. One of the conclusions is that undergraduate education should be restructured to provide more opportunities for the socialization process to take hold. (Author/LBH)

ED 132 910 HE 008 464

Shulman, Carol Herrnsdorf
Keeping Up with Title IX. ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date Jan 77
Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affirmative Action, Civil Rights, Educational Administration, Educational Policy, Federal Aid, *Federal Legislation, Federal Programs, *Government Role, *Higher Education, Laws, *Sex Discrimination

Identifiers—*Education Amendments 1972 Title IX

Regulations implementing Title IX of the Education Amendments of 1972 were published in 1975 amid considerable speculation over their impact on college student affairs. More than one year later, there does not appear to be substantial understanding in the higher education community of what Title IX has meant for students and for administrators. Title IX regulations may already have had some impact on the treatment of women college students. At a minimum, it has compelled college officials to take a close and critical look at the effect of their policies and practices on students' college careers and on their postgraduate plans. At the same time, there may be other aspects of campus life where disparate treatment of men and women students continues to occur. One major issue remains unexamined: the policies and procedures the Office of Civil Rights will use to monitor and enforce Title IX. Until an implementation plan is made known, compliance will depend on the good faith actions of college and university administrators; consequently, the full impact of Title IX cannot be known. (Author/MSE)

ED 132 911 HE 008 465

Shannon, Mary Lee Rice
Poverty in Alabama. A Barrier to Postsecondary Education.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Pub Date 76
Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Depressed Areas (Geographic), Economic Disadvantage, *Educational Needs, Employment Opportunities, Financial Needs, Geographic Distribution, *Higher Education, *Low Income Groups, *Motivation, Negroes, Post Secondary Education, *Poverty Research, Social Responsibility, State Surveys, Statistical Data

Identifiers—*Alabama

This study was undertaken with the belief that financial need is not an isolated barrier to postsecondary education and that it is frequently accompanied by distinct motivational, academic, and geographic factors. The distribution of Alabama's poverty on a county level is shown and evaluated. It is noted that all of the counties with a predominantly black population in 1970 are included among those with the highest degree of poverty. The data show that the impact of poverty in Alabama is severe, with an inordinate number of persons and families in every county impoverished. Increasing cost of living and decreased purchasing power of the dollar intensify the hardship. Lack of educational training may be the most crippling disadvantage of poverty, since income, wages, occupation, and employment are influenced by educational attainment. Social norms and values, academic procedures, and geographic variables can produce severe obstacles to postsecondary education. Postsecondary education must develop a flexibility to meet the financial, geographic, motivational, and academic needs of new students, as well as a social commitment exercised in a way that benefits the total community. (Author/LBH)

ED 132 912 HE 008 466

Otto, David
A Report on the Survey of Foreign Students.

Alberta Univ., Edmonton. Office of Institutional Research and Planning.
Pub Date Sep 75
Note—55p.

Available from—Office of Institutional Research and Planning, The University of Alberta, Edmonton, Alberta T6G 2J9

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Foreign Students, *Higher Education, International Programs, *Student Adjustment, *Student Characteristics, Student Experience, Student Needs, *Student Problems, Students, Student Welfare, *Surveys

Identifiers—Canadian International Development Agency, Chi Square Analysis, *University of Alberta

The University of Alberta conducted this survey of foreign students to determine (1) the need for an International Center; (2) the kinds of academic experiences foreign students have; (3) the students' perception of the Foreign Student Office; and (4) how foreign students adjusted to life in Canada and at the University of Alberta. The group surveyed included Canadian students, foreign students, and students sponsored by the Canadian International Development Agency (CIDA). The students responded that they felt such a center should be a focal point for social and cultural interaction. A majority of the foreign and CIDA students were willing to make a financial commitment to such a center, while Canadian students were not. A majority of all three groups indicated that the Center should be open to everyone on campus. A chi-square analysis of responses indicated that more foreign and CIDA students than could be expected felt they were completely prepared to handle work at the University of Alberta, while fewer Canadian students than expected felt themselves prepared. Students' perceptions of the functions of the Foreign Student Office were ranked, with the most commonly perceived function being to help the foreign student adjust to Canadian society. The problems in adjusting to Canada and the University were surveyed using open ended questions, and ranged from finding the way around the city and campus and getting a job for money and experience, to establishing a bank account and finding a babysitter. (JMF)

ED 132 913 HE 008 467

Palmer, John And Others
Leniency, Learning, and Evaluations.

Pub Date Oct 75
Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, College Students, College Teachers, *Course Evaluation, Economic Education, *Evaluation Methods, Foreign Countries, Higher Education, *Models, Student Characteristics, *Student Evaluation of Teacher Performance, Student Experience, Teacher Behavior, *Teacher Evaluation, *Teaching Styles

Identifiers—Canada, *Leniency

With student evaluations of instructor effectiveness playing an increasingly important role in the determination of merit pay, promotion, and tenure, there is a growing interest in what these evaluations actually measure. Faculty members frequently voice doubts about using student evaluations, because it is not clear to what extent they measure the leniency of the instructors, the amount the instructors taught the students, or the performing ability of the instructors. Previous studies of the problem have not been satisfactory. This paper presents a sequential, three-equation model to determine the effects of learning and leniency on evaluations. The variables include: previous knowledge of the concepts of the course; amount of previous course study; amount of related course study; previous academic average; academic year of the student; time the class meets; size of the class; and sex of the student. The model was applied to students in 14 sections of the microeconomics portion of the "Principles of Economics" course at the University of Western Ontario. The results indicate that evaluations do not depend on leniency. (LBH)

ED 132 914 HE 008 468

Harman, Grant
The Council and Accountability to the Community.

Pub Date 16 May 76
Note—20p.; Paper presented at the Conference on the Role of Council in the Governance of a College of Advanced Education, Darling Downs Institute of Advanced Education (Toowoomba, Australia, May 14-16, 1976)
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accountability, Administrative Personnel, *College Governing Councils, *Community Relations, *Educational Administration, Foreign Countries, *Governance, Higher Education, Knowledge Level, Policy Formation, *Responsibility, School Community Relationship, Social Responsibility, Trustees
Identifiers—*Australia

One aspect of the role and responsibilities of education councils in Australia is addressed in this paper: that of the council and its accountability to the community. Three major sections are presented. Part One discusses the two difficult concepts of accountability and community. The second part presents some data on how council members appear to view the relationship between their college and the community. The third section offers a number of suggestions concerning ways in which councils and council members might effectively discharge their roles in governance and their responsibilities to society. In this paper substantial use is made of data from the Regional Colleges Project, a study carried out by the Education Research Unit at the Australian National University over the period 1973-75. (Author/LBH)

ED 132 915 HE 008 469
The Impact of Boston-Area Colleges and Universities on the Local Economy.

SDL Systems Research Group, Toronto (Ontario).
Pub Date Feb 74
Note—98p.

Available from—Charles Smith, Vice President, Boston University, 881 Commonwealth Avenue, Boston, Massachusetts 02215

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Area Studies, *Capital, Colleges, *Community Relations, *Economics, Employment Opportunities, *Higher Education, *Income, Labor Market, *Metropolitan Areas, Tax Support, Universities, Urban Areas
Identifiers—*Massachusetts (Boston)

The impact of the Boston-area colleges and universities on the local economy was studied and major findings include the following: (1) Boston postsecondary education is a \$1.3 billion annual enterprise, most of which money is spent in the Boston area. (2) Sources outside metropolitan Boston account for more than half of these expenditures. The education community is, in effect, a major local "export" industry, bringing prosperity to the local economy. (3) The 65 colleges and universities have combined purchases (excluding construction) that total \$317 million per year, 75 percent of which is in the metropolitan Boston area. (4) Purchases by faculty, staff, and students of the 65 schools amount to \$493 million per year. (5) The 65 colleges and universities in the Boston area employ 40,000 or about 37 percent of the total employed in educational services, which is 3.5 percent of the total employment. (Author/LBH)

ED 132 916 HE 008 470
Rossi, Peter H.
Assessing Institutional Capacity: Some Considerations from the Craftlore of Organized Social Research.

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group. Research and Development System Support Div.

Pub Date 25 Oct 75
Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Administrator Selection, Cost Effectiveness, Economic Factors, *Educational Research, *Evaluation Methods, *Higher Education, Institutional Facilities, Institutional Research, Leadership Qualities, *Needs Assessment, *Research and Development Centers, *Research Opportunities, Selection, Universities

Methods for assessing institutional capacity for research and development (R&D) are examined. The paucity of research data on the topic is noted. Some general conclusions are drawn: (1) There is no set formula or checklist to provide an accurate assessment of institutional R&D capacity. (2) False negatives are more serious than false positives, so the selection criteria should be lenient to the point of flexibility, consistently favoring applicants or existing centers when there is some chance of success. (3) Leadership is significant, and the selection of a young scientist

(35 to 45) with a history of successful contributions and favorable relationships with other people will help ensure a center's creativity. (4) The consortium form of research organization should be rejected under rare circumstances. A research firm is necessary for a concerted attack on a narrow goal, as R&D should be defined. (5) The current economy is favorable to organized research, due to a tight labor market and the scarcity of research funds for projects. (Author/LBH)

ED 132 917 HE 008 471
Idaho Postsecondary Education Opportunities.
Survey Report.

Idaho State Board of Education, Boise.
Pub Date 76
Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Banking, *Church Programs, Clubs, Community Recreation Programs, *Course Descriptions, Educational Supply, *Enrollment, Higher Education, Libraries, Medical Education, Museums, *Noncredit Courses, *Post Secondary Education, Religious Education, State Agencies, *State Surveys, Unions
Identifiers—*Idaho

In the late spring of 1976, the Postsecondary Education Advisory Council conducted a survey of all postsecondary offerings that are not part of any higher education institution's curriculum. The purpose was to identify postsecondary opportunities outside the higher education system to provide efficient and effective postsecondary planning in Idaho. A mail survey was conducted of associations and service clubs, banks, businesses, libraries, museums, galleries, media, medical education, recreation, schools, community schools, social services, state and federal agencies, and unions. Of 2,027 mailed surveys, 907 were returned, with 143 organizations indicating postsecondary offerings. The names and addresses of those organizations are appended to this report. The results indicate that religious institutions offer 33 percent of postsecondary programs, followed by government agencies with 11 percent. A total of 125,278 citizens were served by programs outside the regular curriculum of colleges and universities. The number of programs offered by course, category, and region are shown, along with total programs in each region and course descriptions. (LBH)

ED 132 918 HE 008 472
Bramlett, Gene A., Ed.

University Services to State Government: Representative Approaches in Southern States.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 76
Note—57p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Case Studies, Consultants, *Delivery Systems, *Helping Relationship, *Higher Education, Organizational Effectiveness, *Southern States, *Special Services, *State Government, *Universities

Identifiers—Florida, Georgia, Mississippi, North Carolina, State School Relationship, Tennessee
Descriptions are offered of numerous approaches used in five Southern states to enable local universities to provide selected backup services to state government. The report is based on informal case studies in Florida, Georgia, Mississippi, North Carolina, and Tennessee. The descriptions of the programs reveal that a variety of organizational structures and techniques are being used in the several states to facilitate the delivery of a broad range of services by local universities to state government. Together, they comprise an interesting set of alternatives, conceived under a variety of conditions and utilizing different arrangements. Each state represents a different situation and a different response to the common problem of how universities can best organize themselves to provide services to particular groups in state government. (Author/LBH)

ED 132 919 HE 008 473
Trivett, David A.
Accreditation and Institutional Eligibility. ER-IC/Higher Education Research Report No. 9.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 76
Note—105p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Accreditation (Institutions), Certification, Constitutional Law, Educational Finance, *Educational Legislation, *Federal Aid, *Financial Support, Government Role, Grants, *Higher Education, Public Opinion, State Standards
Identifiers—*Eligibility, *Federal School Relationship

The federal government has no constitutional mandate relating to education, and must deal with established institutions and private accrediting agencies. Federal aid-to-education legislation implies that in order to be eligible for benefits, institutions must be accredited by nationally recognized, nongovernmental accrediting organizations, which must be recognized by the Office of Education. This has the effect of making accreditation the equivalent of eligibility. The problem of eligibility determination is explored, along with the role of the federal government, private accrediting agencies, and the states. Proposed solutions to the problem of eligibility determination are reviewed, and it is concluded that no responsible change will come about unless public pressure requires it. (Author/LBH)

ED 132 920 HE 008 474
Proceedings of the Higher Education Colloquium.
Pub Date 11 Mar 73

Note—94p.; Proceeding's of two meetings (Miami Beach, Florida, October 4, 1972 and Chicago, Illinois, March 11, 1973)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Coeducation, College Role, College Teachers, *Decision Making, Dropouts, *Educational Planning, *Educational Research, Financial Support, *Higher Education, *National Organizations, Professional Associations, Professional Education, Student Characteristics, Teacher Administrator Relationship, Teacher Characteristics, *Teacher Role, Undergraduate Study

Identifiers—Eckert (Ruth E), *Higher Education Colloquium, Tyler (Ralph W)

The Higher Education Colloquium is composed of individuals who have made significant contributions to American higher education as researchers, college or university administrators, foundation executives, or in other roles. These proceedings include the following: recognition of the efforts and excellence of Ruth E. Eckert; "New Tasks for New Times: The Changing Role of the College Teacher," by Ruth E. Eckert; recognition of the efforts and excellence of Ralph Tyler; "Can a University Determine Its Future," by Ralph W. Tyler; and "Research-Based Decision Making in Higher Education: Possibility or Pipe Dream," by Alexander W. Astin. The membership of the colloquium and its steering committee are listed. (LBH)

ED 132 921 HE 008 475
Donatelli, Benjamin Binning, Dennis

From the Ground Up...A Construction Manual for Institutions of Higher Learning Prepared for the New Hampshire Higher Education Facilities Commission.

Decision Research, Inc., Manchester, N.H.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date Dec 71
Note—180p.

Available from—Decision Research, Inc., 967 Elm Street, Manchester, New Hampshire 03101

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Bibliographies, *Building Design, College Environment, College Planning, *Construction Management, Cost Effectiveness, Design Build Approach, *Facility Planning, Federal Aid, Financial Support, *Higher Education, Institutional Research, Manuals, *Physical Design Needs, Physical Environment, *School Construction

Emphasis in this manual is on translating an institutional plan into the activities required for the capital expansion of an institution of higher education. The total institutional planning function is described and analyzed in detail in order to implement facility construction plans in an orderly

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and cost-effective manner. Four major categories are identified: management planning, physical plant planning, financial planning, and project management planning. Separate sections of this guide deal with: the building system; institutional long-range planning; researching for building; sources of federal funds; the college-architect relationship; innovation in design; project management; and bidding and completing the building. A bibliography is included. (LBH)

ED 132 922 HE 008 477

Folger, John

Who Wants Outcome Measures and Why Do They Want Them?

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Mar 76
Note—19p.; Paper presented at the Invitational Seminar on Innovation, Outcomes, and The State Budgeting Process (San Diego, California, March 22-24, 1976)

Available from—Institute for Educational Leadership, The George Washington University, Suite 310, 1001 Connecticut Ave. N.W., Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accountability, *Budgeting, *Cost Effectiveness, Educational Finance, *Evaluation Criteria, Evaluation Methods, *Higher Education, Innovation, *Performance Criteria, Program Effectiveness, Resource Allocations

This paper raises three broad issues, each with sub-areas. First, what are the consequences of measuring and evaluating the parts of higher education that can be satisfactorily measured? What are the consequences for the parts of education that can not be measured, and for the total enterprise? Second, what kind of assessment systems will be best in the long run in providing incentives for higher quality, better performance, and greater innovation and flexibility? Should we attempt to incorporate the standards into the budget process, or should we emphasize program review and audit? Third, what are the appropriate roles in the process for the public, legislators, state higher education agencies, governing boards, and institutional administrators, faculty, and students? Can we devise a set of relationships that leave the central responsibility for the educational program with the educational institutions, but provides for appropriate consideration and input from the other concerned groups? What is appropriate concern and input? These questions have a new urgency today, because higher education is being influenced by internal and external pressures that are likely to produce incomplete and unsatisfactory answers. (Author/MSE)

ED 132 923 HE 008 478

Marchese, Theodore.

Synthesis of the Keystone Workshop for State Licensing and Approving Officials.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Jul 76
Note—29p.; Summary presented to the Keystone Staff Development Workshop for State Licensing and Approval Officials, cosponsored with the Inservice Education Program of the Education Commission of the States (Keystone, Colorado, July 18-23, 1976)

Available from—Institute for Educational Leadership, The George Washington University, Suite 310, 1001 Connecticut Ave., N.W., Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agency Role, Certification, *Conference Reports, *Conferences, Cooperative Planning, Evaluation Methods, *Higher Education, Legal Problems, Professional Continuing Education, Simulation, *State Agencies, *State Licensing Boards, *State Officials, Statewide Planning, Vocabulary

The week-long conference was productive of both ideas and enthusiasm. Important accomplishments of the week include an annotated directory of conferees; five background papers—evaluative criteria, consumer information, grievance mechanisms, vocabulary/terminology, and site visitation; a simulation game of a state-agency visit to a nontraditional campus; and steps taken to strengthen the design of the state oversight study. The fifteen observations made by this participant are characterized by a concern that solutions to problems in the field be formed carefully and cooperatively, with concern for their

broad and long-term effects. Recommendations by conference members include ideas for future conferences (the inclusion of professionals in other, related areas; expanded use of simulation techniques; more training in evaluation, legal problems, and terminology), and greater sharing of information and ideas across state lines and within state systems. A conference schedule and participant list are included. (MSE)

ED 132 924 HE 008 479

Klebanoff, Howard

Legislative Review: War, Peace, or Armed Truce?

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Mar 76
Note—8p.; Remarks made at an invitational seminar on Innovation, Outcomes, and the State Budgeting Process (San Diego, California, March 22-24, 1976).

Available from—Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, Administrator Responsibility, Administrator Role, *Finance Reform, Government Role, *Interprofessional Relationship, *Legislators, *Post Secondary Education, *Program Evaluation, *School Administration

Educators and politicians share a problem of communication that will have dire consequences for education. Legislators see that educators engage in much so-called evaluation, and collect carloads of data, but are rarely critical of existing programs or truly innovative in others. Legislators are accused of not understanding education, and of interfering with educational processes, while educators seem unable to give straightforward, factual answers. Legislators see educators fighting among themselves for money, and demanding more, but unable to take a stand on how money should be raised. While legislators may be supportive of postsecondary education, they feel betrayed because of the games educators play. However, legislative reform, budget reform, and program evaluation are movements in need of one another. One element that is needed is a complete and mutually comprehensible information system; this may assist the dialogue and movement toward reform. (Author/MSE)

ED 132 925 HE 008 480

Mick, Sidney C.

Introducing Higher Education Outcome Information into the State Planning and Budgeting Process.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Mar 76
Note—20p.; Remarks at an invitational seminar on Innovation, Outcomes, and the State Budgeting Process (San Diego, California, March 22-24, 1976)

Available from—Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Budgeting, Decision Making, *Educational Accountability, Educational Administration, *Educational Assessment, Educational Specifications, Evaluation Criteria, Management Systems, *Performance Criteria, Performance Specifications, *Post Secondary Education, Resource Allocations, *Statewide Planning

Identifiers—Inventory of Outcome Variables and Measures, National Center Higher Education Management, NCHEMS

A common concern of state-level and post-secondary institutional decisionmaking is the limitations of the state planning and budgeting process as it relates to educational change and accountability: increased regulations, the cost of obtaining information, the difficulty of assessing outcomes, the inability to discourage nonproductive programs, and lack of information about benefits to the taxpayer. Interest in performance- or outcome-oriented budgeting is increasing, and a number of states now have performance audit staffs. A variety of techniques are used by these staffs: outside consultants, institutional assessments, and combined audit and program review. NCHEMS has developed an Inventory of Higher Education Outcome Variables and Measures to be used by decisionmakers in dealing with this problem. The most needed outcome measures

were determined from two surveys of state-level and institutional administrators. Four major difficulties occur in collecting and using outcome information: (1) explicit measures of educational outcome have been hard to come by; (2) interpretation of information (to determine cause and effect) is difficult; (3) general goals often lack translation into specific objectives; and (4) the usual time span of a budget limits the assessment of higher education outcomes. (Author/MSE)

ED 132 926 HE 008 486

Greene, Robert T.

The Impact of the Commonwealth of Virginia's State Supported Colleges and Universities Academic Tenure and Faculty Activity Study Conducted by the State Council of Higher Education on the University of Virginia.

Spons Agency—American Council on Education, Washington, D.C. Academic Administration Internship Program.

Pub Date 76
Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Faculty, Cost Effectiveness, *Data Collection, *Faculty Workload, Higher Education, *Job Tenure, Policy Formation, Professors, *State Action, State Colleges, State Surveys, State Universities, Teacher Administrator Relationship, *Teacher Dismissal, Teacher Evaluation

Identifiers—Teacher Reappointment, *Virginia

Three basic questions set the direction and scope of this study: (1) What factors precipitated the development and passage of Senate Joint Resolution No. 106 that directed the State Council of Higher Education to conduct a tenure-faculty workload survey among the state-supported institutions of higher education? (2) What are the perceptions of individuals representing various interest groups relative to the use of data collected by the State Council? (3) From the State Council's point of view, what questions will be answered by the data-gathering process? Responses to these questions suggest that the Virginia General Assembly is well on its way in joining other states, such as New York, Michigan, Florida, and California, in setting into motion procedures for decreasing the cost of higher education, for scrutinizing more closely the activities of faculty, and for assessing the status of tenure policies and procedures. Implications for initial appointment and review, reappointment, tenure, and post-tenure review are discussed. (LBH)

ED 132 927 HE 008 487

Geographic Origins of First-Time Students. Fall 1975. Report No. 3-76A.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Nov 76
Note—209p.; For related document, see HE 008 430

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Demography, *Enrollment, *Geographic Distribution, *Higher Education, *State Colleges, State Schools, State Surveys, *State Universities, Tables (Data), *Undergraduate Students

Identifiers—*State University of New York, SUNY

This report presents the results of the annual survey of geographic origins or permanent residence of first-time credit-course students attending institutions of the State University of New York during the 1975 fall term. It is the companion report to "Geographic Origins of Students, Fall 1975," which provides permanent residence data for all credit-course students. This report includes summary and individual institutional data, as well as eight tables of basic data on the permanent residence of State University students in relation to the four coordinating areas of New York State. However, the medical and health sciences centers and College at Utica/Rome are not included because they did not have any first-time students. The eight community colleges are not included, because they are no longer a part of the State University of New York. (Author/MSE)

ED 132 928 HE 008 489

Report on Teaching: 3. Change Magazine, Volume 9 Number 1.

Educational Change, Inc., New Rochelle, N.Y.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—76p.

Available from—Change Magazine, NBW Tower, New Rochelle, N.Y. 10801 (Professional subscription \$14.00 per year, student \$10.00, others \$18.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Classroom Techniques, College Instruction, Computer Assisted Instruction, *Economic Education, *Higher Education, Lecture, *Mathematics Instruction, *Philosophy, Short Courses, Simulation, *Teaching Methods, Teaching Techniques, *Undergraduate Study

Twenty-nine essays in the fields of economics, mathematics, and philosophy are presented in this semiannual report on undergraduate teaching. The articles are researched and written by education journalists, and intended for use by educators in all disciplines. Among the topics included are teaching methods (case-study approach, self-paced instruction, simulation, multisection courses, computer-managed courses, introductory courses for nonmajors, classical methods, minicourses, the open classroom, and optional achievement levels), and overviews of teaching in each of the three disciplines. (MSE)

ED 132 929

HE 008 491

George Mason University Faculty Handbook, 1977-78.

George Mason Univ., Fairfax, Va.

Pub Date Jan 77

Note—68p.

Available from—Office of Publications, George Mason University, 4400 University Drive, Fairfax, Virginia 22030

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Organization, Administrative Policy, Affirmative Action, College Faculty, College Governing Councils, Departments, Employer Employee Relationship, Ethics, *Faculty, Faculty Recruitment, Fringe Benefits, Governance, Guides, *Higher Education, *Manuals, Organization, *Personnel Policy, Power Structure, Promotion (Occupational), Teacher Salaries, *Universities

Identifiers—*Faculty Handbooks, *George Mason University

Contents include descriptions of university organization (with organizational charts); faculty roles and responsibilities; the academic departments; policies for appointments, promotions, and tenure, and for compensation and benefits; and other general information about services and facilities. The appendixes contain the charter of the faculty senate; the bylaws of the three faculties: of the College of Arts and Sciences, the College of Professional Studies, and the Graduate School; a description of the powers and duties of other administrative officers; a statement on professional ethics; the honor code; and a statement on affirmative action in faculty recruitment. (MSE)

ED 132 930

HE 008 494

Regents External Degrees. College Proficiency Examinations.

State Univ. of New York, Albany.

Pub Date 75

Note—273p.; Not available in hard copy due to marginal legibility of original document

Available from—College Proficiency Examination Program, State Education Department, Albany, New York 12230

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement Tests, Associate Degrees, Bachelors Degrees, Business Administration, Credits, *Degree Requirements, *Equivalency Tests, *External Degree Programs, Grading, Health Education, Higher Education, *Independent Study, Nursing, Program Costs, Reading Instruction, Second Language Learning, Teacher Education, *University Extension

Identifiers—New York, *Regents External Degrees

Information on both Regents External Degrees and the College Proficiency Examination Programs for the State of New York is presented in a single catalog. Part One on the Regents External Degrees covers general information on accreditation, degrees offered, enrollment, credit, grading,

status reports and transcripts, costs, counseling, and the Serviceman's Opportunity College (SOC). It also details the programs for associate and bachelor degrees in art, science, nursing, and business administration. Part Two deals with the Regents Credit Bank. In Part Three the College Proficiency Examinations Program is introduced, and Part Four covers general information and methods of preparation on the examinations for both programs. The last section gives examination descriptions for the following: arts and sciences, criminal justice, bachelor of science in business administration, education, reading, foreign languages, health education, nursing sciences, and associate in nursing. Other independent study programs are also reported. (LBH)

ED 132 931

HE 008 495

A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974 as Amended.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

Pub Date 76

Note—54p.; Pages 33-35 in Appendix may not reproduce clearly due to print size

Available from—American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Records, Administrative Policy, Case Records, Civil Rights, Confidential Records, Educational Legislation, *Federal Legislation, *Higher Education, Law Enforcement, *Legal Responsibility, School Law, *Student Records, *Student Rights

Identifiers—Buckley Amendment, *Family Educational Rights and Privacy Act of 1974, Government School Relationship, Privacy

This document provides guidance to postsecondary institutions for implementation of and compliance with the Family Educational Rights and Privacy Act of 1974 as amended. It is intended to serve all institutional components that possess and maintain education records about students. The historical background of the act is reviewed and descriptions are given of its essence, institutions and records to which it applies, and enforcement. Requirements for compliance are discussed with regard to written institutional policy, notice to students of their privacy rights, and students' access to their education records. Procedures and strategies for compliance include (1) disclosure of education record information, (2) challenge of the contents of education records, and (3) records of requests and disclosures. Appended are sample forms, the act itself, final regulations, and the Internal Revenue Code of 1954, Section 152. (LBH)

ED 132 932

HE 008 496

Christie, Ronald V.

Medical Education and the State. The Changing Pattern in Ten Countries. Fogarty International Center Proceedings Number 31.

Fogarty International Center (DHEW/PHS), Bethesda, Md.

Report No—(NIH)76-943

Pub Date [76]

Note—153p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-053-00045-1, \$4.40)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), Community Health Services, *Educational Finance, *Financial Support, *Foreign Countries, *Government Role, Graduate Medical Education, *Higher Education, Manpower Needs, *Medical Education, Medical Research, Medical Schools, Operating Expenses, Standards, State Action, *State Aid

Identifiers—Australia, Canada, Denmark, Finland Norway, Fogarty International Center, Great Britain, Ireland, New Zealand, Sweden, United States

In most countries, it is the state that has been taking over the support of universities and of teaching hospitals, a trend that has accelerated rapidly over the past 25 years to meet the expanding needs of higher education and of health care. In medicine the problem of university autonomy is further complicated by the long-standing custom that license to practice, and even the curriculum that qualifies for this license, are

regulated on a national or regional scale by some external body. Twenty-five years ago, most of the medical schools included in this survey received no significant financial support from the state, while today most are wholly dependent on the state for their survival. The purpose of this survey was to determine how the medical schools and their teaching hospitals are faring under these changed circumstances. The report is based mainly on the United States, Britain, Canada, Sweden, and Australia; a brief account of New Zealand, the Republic of Ireland, Denmark, Norway, and Finland is given in the appendixes. The topics discussed include operation expenses, capital expenditures, medical research and peer review, regulation of professional standards, medical schools, medical manpower, teaching hospitals, laboratory services in teaching hospitals, family practice and community medicine, undergraduate curriculum, and postgraduate education. (Author/MSE)

ED 132 933

HE 008 497

Harclerod, Fred And Others

The Regional State Colleges and Universities in the Middle 1970s.

American Association of State Colleges and Universities, Washington, D.C.; Arizona Univ., Tucson. Coll. of Education.

Spons Agency—American Coll. Testing Program, Iowa City, Iowa.

Pub Date Nov 76

Note—105p.; For related documents, see ED 063 544 and ED 085 031

Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Libraries, Degrees (Titles), Educational Finance, Educational Innovation, Enrollment Projections, Enrollment Trends, Graduate Study, *Higher Education, Programs, *Regional Schools, *State Colleges, *State Universities, Student Teacher Ratio, *Surveys, *Tables (Data), Undergraduate Study, Units of Study (Subject Fields)

This report is the third in a series based on data from regional state colleges and universities. It includes comparative findings from extensive questionnaire data from 1974-75 and recent data from other sources. The critical areas examined include enrollments, degrees and programs offered, libraries, recent innovative programs, budgeting and financial patterns, and coordination and control. Most data are presented in tabular form, without extensive statistical analysis. The information is intended to aid educators and administrators in long-range planning. The questionnaire form is included. (Author/MSE)

ED 132 934

HE 008 498

Mertins, Paul F. Brandt, Norman J.

Financial Statistics of Institutions of Higher Education: Property, 1972-73. Summary Data.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No—NCES-76-124

Pub Date 76

Note—42p.; Not available in hard copy due to marginal legibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.85)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Facilities, *Educational Finance, *Facility Inventory, *Higher Education, *National Surveys, *Statistical Surveys, Tables (Data)

Identifiers—Endowments

This publication provides national totals of financial data acquired from institutions of higher education in a questionnaire distributed in 1973 as a component of the eighth annual Higher Education General Information Survey (HEGIS). Seeking data for 1972-73, the questionnaire acquired information on current funds revenues and expenditures, physical plant assets, physical plant indebtedness, and the value and earnings of endowments. This publication is limited to summary data on property, comprising physical plant assets, indebtedness of physical plant, and endowment. A companion publication, "Financial Statistics of Institutions of Higher Education: Property, 1972-73, State Data" (available only from the Government Printing Office of the National Center for Education Statistics), contains details

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for each region, state, the District of Columbia, and outlying areas of the United States. (Author)

ED 132 935 HE 008 499
Public and Private Higher Education: Differences in Role, Character, and Clientele. Policy Analysis Service Reports (Volume 2, Number 3, December, 1976).

American Council on Education, Washington, D.C.

Pub Date Dec 76

Note—87p.

Available from—American Council on Education, Suite 800, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Aspiration, College Faculty, College Students, Curriculum, Educational Finance, Educational Resources, Enrollment, Expenditures, Financial Support, Geographic Distribution, *Higher Education, *Institutional Role, *Private Colleges, *Public Schools, *Research, Student Attitudes, Student Characteristics, Student Development, Student Financial Aid, *Surveys, Tuition

Public and private higher education share many of the same problems. The private sector, however, is especially vulnerable to certain pressures because tuition is a primary source of its revenue. In this report, several important functional aspects are considered for their bearing on academic purposes or roles: special roles such as church affiliation, academic resources, faculty credentials and characteristics, financial resources, differences in student clientele (academic and socioeconomic background, aspirations, sources of support), and differences in academic character (program emphasis, research orientation, orientation toward students). Throughout, a major purpose has been to point out the aspects of academic character on which public and private institutions differ. Descriptive profiles of eight types of institutions offer a quick summary of important differences. (Author/MSE)

ED 132 936 HE 008 504

Brush, Stephen G. And Others

Research in Major State Universities: Some Quantitative Measures.

Maryland Univ., College Park, Graduate School. Pub Date Sep 76

Note—41p.

Available from—The Graduate School, South Administration Building, University of Maryland, College Park, Maryland 20742

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Sciences, Biological Sciences, *Comparative Analysis, Data Analysis, Engineering, *Evaluation, Financial Support, *Graduate Study, Grants, Higher Education, Humanities, Mathematics, National Surveys, Physical Sciences, Researchers, *Research Projects, *School Surveys, Social Sciences, *State Universities, Tables (Data) Identifiers—*University of Maryland

During fall 1974, the University of Maryland at College Park evaluated its research programs as part of the decennial accreditation process. Data were collected on a comparison group of 35 state universities in order to place the Maryland activities in a national context. Most of the data presented in this report extend over a 10-year period, 1965 to 1974. During this period, federal support for scientific research reached a peak and then declined; all the universities had an opportunity to expand their research programs. Four kinds of indicators for scientific research were used: National Science Foundation grants, publications in frequently-cited journals (in mathematics, physics, and chemistry), prestige of graduate programs, and members of advisory panels that review applications for research grants. For social sciences and humanities, other fellowships and grants awarded were also included. General information is given for the 35 universities on number of doctoral degrees granted, faculty compensation and state support, library resources, prestige of graduate programs, and total federal funding. The highest ranking universities are then cited for each of these areas: mathematics, physical sciences, an engineering; life sciences; and behavioral and social sciences, and humanities. (LBH)

ED 132 937 HE 008 506

Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1976. Report to the Council of Ontario Universities.

Council of Ontario Universities, Toronto.

Pub Date Nov 76

Note—170p.; Not available in hard copy due to marginal legibility of original document

Available from—Anthony J. Giannelli, Research Division, Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Finance, Enrollment, *Expenditures, *Higher Education, *Income, Operating Expenses, Program Budgeting, State Aid, *State Universities, Tables (Data), Trend Analysis, Universities

Identifiers—Algonia University, Brock University, Carleton University, Full Time Equivalent Students, Hearst University, Lakehead University, Laurentian University, McMaster University, Nipissing University, Oise University, *Ontario, Queens University, Ryerson University, Trent University, University of Guelph, University of Ottawa, University of Toronto, University of Waterloo, University of Western Ontario, University of Windsor, Wilfrid Laurier University, York University

Financial data are presented here for Ontario's twenty universities: Brock, Carleton, Guelph, Lakehead, Laurentian, Algonia, Nipissing, Hearst, McMaster, Oise, Ottawa, Queen's, Ryerson, Toronto, Trent, Waterloo, Western, Wilfrid Laurier, Windsor, and York. Contents include summary tables operating expenses by object of expense and by functional area; total expenses by type of fund and by object of expense; total revenue by source of revenue and by type of fund; full-time equivalent students; basic income units based on 1975-76 enrollment; operating expense analyses; total expense analysis; operating revenue analysis; total revenue analysis; percentage analysis of expenses for 1971-72 to 1975-76; and percentage analysis of revenues for 1971-72 to 1975-76 and individual institutions' financial data. (MSE)

ED 132 938 HE 008 507

Winborough, H.H. Sweet, J.A.

Life Cycles, Educational Attainment and Labor Markets.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No—370-76

Pub Date Aug 76

Grant—SP01-HD05876; GI-32604X; HD-07682; SC75-20409

Note—18p.; Paper presented in the "Educational Attainments and the Labor Market: Reciprocal Effects" session of the Meetings of the American Sociological Association (New York, New York, August 1976)

Available from—University of Wisconsin, Institute for Research on Poverty, Madison, Wisconsin

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Birth Rate, *Cohort Analysis, College Students, Declining Enrollment, Demography, Employment Opportunities, Enrollment Influences, *Enrollment Projections, Family Resources, *Higher Education, Labor Market, *Parent Education, *Socioeconomic Influences, *Wages

Two social changes are cited as particularly important to the projection of college enrollment trends. One is the rising educational attainment of the parents of future potential college attenders; the other is the fact that declines in fertility accompany declines in average family size. Overall, the illustration in this paper suggests that the decline in enrollment due to the decline in birthrates may be cushioned by increases in the proportion of a birth cohort attending college due to rising parental education and declining parity. How much of that cushion will be destroyed due to declining relative wages of college attenders operating through changing cohort parameters is not clear. The results of the analysis are interpreted to mean that there are some fairly substantial contemporary sociodemographic trends that influence educational attainment and are rather separate from changes in the relative wages of the more highly educated. In the past

these sociodemographic changes have accounted for the majority of the change in college attendance and their future change is likely to impact attendance fairly considerably. (Author/LBH)

ED 132 939 HE 008 510

Benezet, Louis T.

College Organization and Student Impact. Perceptions of Organization in the Residential College.

Association of American Colleges, Washington, D.C.

Pub Date Sep 76

Note—120p.

Available from—Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrative Organization, Career Choice, College Students, Decision Making, *Educational Administration, Governance, Higher Education, Liberal Arts, *Organizational Climate, *Organizational Effectiveness, Question Answer Interviews, Residential Colleges, *Student College Relationship, *Student Opinion

Identifiers—College Organization and Student Impact Project

This College Organization and Student Impact (COSI) project begun in 1975 studied the impact of administrative organization on the residential liberal arts college student. It was originally conceived out of perennial questions about personal outcomes of student learning such as can be separated from the academic fulfillment of degrees or from career preparation. Personal interviews and a short-answer questionnaire were used to gather data from two residential colleges in nonmetropolitan areas. Three basic questions were asked: (1) What do you see to be the principal purposes of this college and how does the college appear to be carrying them out? (2) How do students in the college perceive it as an organization? (3) Does college organization have impact on students? The findings indicate that students desire a liberal education, although they may choose majors with various career connections in mind; prefer teachers who have a concern for the individual; prefer a college whose organization keeps a human scale; regard highly an organization that can make its local decisions alone; see college administration as legitimate to the extent that it is responsive to its students and personnel; and more readily accept an adversary model of college governance. (LBH)

ED 132 940 HE 008 511

Glenny, Lyman A.

State Budgeting for Higher Education: Interagency Conflict and Consensus.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Grant—730-0552; NE-G-00-3-0210

Note—186p.

Available from—Center for Research and Development in Higher Education, University of California, Berkeley, California 94720

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrative Organization, *Agency Role, *Budgeting, Communication Problems, Decision Making, *Government Role, *Higher Education, National Surveys, Organizational Communication, *Role Conflict, *State Agencies, State Government, Statewide Planning

The complexity of the budgetary process, in which so many independent bodies sequentially or simultaneously review the higher education budgets, results in complicated interorganizational relationships and apparent overlap or duplication of roles. Despite disagreement and lack of theory, budget professionals are moving slowly and pragmatically toward a more systematic approach to budgeting. The present study began in July 1973, when the Center for Research and Development in Higher Education undertook a three-year, 50-state study of the processes used by state agencies to formulate the budgets of colleges and universities. Its twofold purpose is to advance budgetary theory and to give state and institutional budget professionals a broader understanding of (1) the interrelationships, roles, functions, and objectives of the

several state agencies in the budgetary process; (2) the congruence or incongruence of such objectives among the several agencies; and (3) the practices and procedures that build confidence in the fairness of the budgetary process. Reports based on the study describe and analyze the organizational structures and staffing of state-level agencies and the progress of institutional budget requests through these agencies. The primary emphasis is on the budget review and analysis process and the procedures used by the state agencies; the study concentrates on the administrative interfaces among the several state agencies and between the agencies and the institutions of higher education. (Author/MSE)

ED 132 941 HE 008 513

Thorne, Gaylord L. *And Others*

Assessing Faculty Performance: Final Project Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Nov 76

Note—109p.

Available from—Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon 97361

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*College Faculty, College Instruction, *Faculty Evaluation, *Higher Education, *Incentive Systems, Promotion (Occupational), Questionnaires, Research, Teacher Motivation, *Teaching Quality, *Tenure
Identifiers—*Oregon

Between August 1973 and September 1976, a study was conducted of the process of assessing faculty in Oregon's colleges and universities. The two major objectives were to describe and analyze the factors influencing tenure and promotion decisions, and to develop incentive models to positively influence the quality of instruction. A faculty perception questionnaire and administrator survey were used to accomplish the first objective, and the questionnaire and results are presented. The present findings point to significant gaps between institutional policy statements regarding promotion/tenure criteria and the data collected to verify the attainment. In the short span of the study, some noteworthy efforts to improve faculty performance review procedures have been seen in the Oregon system. Almost without exception, the impetus for these efforts came from highly placed administrators. Incentive models might be developed with a methodology similar to that used in this study: first, to review and thoroughly analyze the institution's policy and guideline statements on salary, tenure, and promotion decisions; second, to focus on faculty perceptions of what influences salary, tenure, and promotion decisions; and third, to simplify and improve evaluation procedures and provide more realistic incentives to faculty members. What this thorough review of the promotion process could accomplish, in part, is a visibility for the instructional function that has not been present on the campuses. With the high performance potential on campuses and potential for excellent leadership, continued improvement is possible. (Author/MSE)

ED 132 942 HE 008 514

Hanford, George H.

An Inquiry into the Need for and Feasibility of a National Study of Intercollegiate Athletics. A Report to the American Council on Education.

American Council on Education, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date 22 Mar 74

Note—159p.; For related document, see HE 008 685

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Athletic Programs, *Athletics, Attitudes, Educational Philosophy, Educational Policy, Ethics, Financial Problems, Financial Support, *Higher Education, *Intercollegiate Programs, National Surveys, Needs Assessment, *Problems

Identifiers—Competition

An inquiry was conducted during the period of October 1973 through March 1974 to assess the need for a more comprehensive study of intercollegiate sports in the United States. A number of

observations were made: (1) Although sports as entertainment can be expected to continue to play an increasingly important role in our society, big-time collegiate athletics can be expected to continue to lose ground, despite some appearance to the contrary; (2) today the definition of amateurism must be given in degrees of non-professionalism, and even so, the concept remains controversial; (3) national solutions will be difficult to develop in light of regional differences; and (4) colleges and universities are not at the same stage of development in the evolution of their athletic programs. The findings of the inquiry are in six major categories: (1) individual attitudes of the parties-at-interest; (2) commercialism, entertainment, and ethics; (3) controlling competition; (4) economics; (5) the relationship of sports and education; and (6) issues to be considered in a study by a national Commission on Intercollegiate Sports. The last category includes moral, financial, educational, social, and philosophical questions. (Author/MSE)

ED 132 943 HE 008 515

Infeld, Marcel D.

Primary Care Education in Health Maintenance Organizations: Curriculum Content, Evaluation and Costs. A Collaborative Study. Final Report.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md.

Pub Date Jul 76

Contract—BHM-HRA NO1-MB-44009

Note—492p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Health, Costs, *Curriculum, Curriculum Development, Educational Finance, *Health Facilities, *Health Services, *Medical Education, *Physicians, *Preventive Medicine, Program Evaluation, Teaching Methods

Identifiers—*Health Maintenance Organizations

The report is an effort to summarize and synthesize the work of six academic medical centers and affiliated health maintenance organizations that participated in the project for the development and implementation of curricula for physician training in HMO's. The selected works of the participating institutions constitute the bulk of the report. They are organized along the focal issues of the project: (1) curriculum development process; (2) curriculum content; (3) instructional methods; (4) program evaluation; and (5) educational costs. The participating institutions are: Georgetown University and the Georgetown University Community Health Plan; University of Rochester and the Genesee Valley Group Health Association; University of Pennsylvania and the Penn Urban Health Maintenance Program; University of Washington and the Group Health Cooperative of Puget Sound; Brown University and the Rhode Island Group Health Association; and Harvard University and the Harvard Community Health Plan. (Author/MSE)

ED 132 944 HE 008 516

Miller, Mary Claudelle

No Hollow Victory: Measuring the Spiritual Progress of the Independent College. A Case Study.

Pub Date [76]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Catholic Educators, *Catholic Schools, Church Related Colleges, *Educational Assessment, Ethical Instruction, *Evaluation Criteria, *Evaluation Methods, Higher Education, *Liberal Arts, Moral Development, *Performance Criteria, Private Colleges, Religious Education

Identifiers—*Saint Mary College

In studying the state of the private sector of higher education, the data most often used have been economic in substance. The question is raised whether or not such factors as academic excellence, concern for human scale and individual personality, commitment to liberal learning, the college's role as a sanctuary of academic freedom, and its position as a standard setter shouldn't also be considered carefully. At Saint Mary College, whose mission is to provide for the Catholic liberal education of women, an outstanding evaluation team was brought in to assess

the college's apostolic effectiveness within the religious community. The study evidenced that education for religious and ethical values and liberal education for full human development remain a strong foundation from which Saint Mary can respond to new challenges. The value of the Saint Mary case study as a possible model for evaluation of so elusive a goal as spiritual progress may be in the manner in which the independent team established and applied criteria to the college. (Author/MSE)

ED 132 945 HE 008 517

Browde, Joseph A.

The Role of the Faculty in the Church-Related College.

Pub Date 12 Nov 76

Note—11p.; Speech presented to the administration and faculty of Meredith College at a retreat (Asheboro, North Carolina, November 12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Church Related Colleges, *College Faculty, College Teachers, Higher Education, Humanistic Education, *Liberal Arts, *Religious Education, Student Teacher Relationship, Teacher Influence, *Teacher Role

The use of words can confuse and mislead, and making "church-related," "church-supported," and "Christian" synonymous with the nature of a college creates difficulties. What does make education extraordinary in a church-related college? Perhaps we believe that by simply adding the word "Christian" the difference is apparent. Will the college employ only committed Christians as faculty? Should worship be required on campus for all? The Christian church has problems enough with similar kinds of questions as well as semantics without making it complicated for higher education and its task. Four suggestions can be made for the faculty's role: first, faculty members should respect the college's professed conviction and uphold its right to exist; second, they should support the liberal arts thrust of higher education, just as the Church should not attempt to make a church out of the college; third, they should pursue the humanistic endeavor in their teaching efforts, accepting doubt, error, and differences, and encouraging creativity; and fourth, they should strengthen themselves professionally, with the goal of increasing our measure of rationality in the search for truth and excellence. (Author/MSE)

ED 132 946 HE 008 518

Stepus, Patricia Ann

Development of an Admission Policy for the Registered Nurse in a Baccalaureate Program of Nursing. The Educational Policy System.

Pub Date 8 Dec 76

Note—56p.; Practicum presented to Nova University in partial fulfillment of the requirements for the doctor of education degree.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Policy, *Admission Criteria, *Bachelors Degrees, *College Admission, Equivalency Tests, Handicapped Students, *Medical Education, Minority Groups, *Nurses, Part Time Students, Surveys

Identifiers—Widener College

This study was designed to provide Widener College (Pennsylvania) with data to develop an admission policy for the registered nurse in the baccalaureate program of nursing. Subjects were the deans of fourteen accredited baccalaureate programs of nursing in the state of Pennsylvania. A letter and a questionnaire comprised of open-end and closed-end questions concerning admission policies and awarding of credit and advanced standing to the registered nurse were mailed to each school. There was a 71 percent return rate. The replies showed that 80 percent reserved spaces for registered nurses; 30 percent had different admission policies for the associate degree nurse and the diploma nurse; all institutions accepted handicapped students; 10 percent reserved spaces for registered nurses from minority groups; all indicated that they admitted the registered nurse for full-time and part-time status; all indicated that transcripts from high school, nursing programs, and all colleges attended were part of the application; 60 percent designated the College Entrance Examination to be required for admission; 90 percent indicated that credit or advanced standing was awarded to registered nurses from a diploma program, while all of the institutions awarded credit or advanced standing to the

associate degree nurse; 80 percent awarded credit by examination of selected courses in the nursing major to the diploma nurse as compared to 70 percent for the associate degree nurse; 80 percent used nursing challenge examinations. Implementation, revision, and evaluation of the admission policy are recommended. (Author)

ED 132 947 HE 008 520
Annual Report of the South Carolina Commission on Higher Education. January, 1977.

South Carolina Commission on Higher Education, Columbia.

Pub Date Jan 77

Note—101p.; Not available in hard copy due to small type in original document

Available from—South Carolina Commission on Higher Education, Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, *Committees, *Community Colleges, *Computer Science, *Educational Finance, *Educational Planning, *Federal Aid, *Governance, *Graduate Study, *Health Occupations Education, *Higher Education, *Management Information Systems, *Medical Education, *Post Secondary Education, *State Aid, *State Colleges, *State Programs, *State Universities, *Student Financial Aid

Identifiers—1202 Commissions, *South Carolina

This 1977 annual report describes the status of the following in the state of South Carolina: changes in commission membership; federally funded programs; the South Carolina Postsecondary Education Planning Commission (the 1202 Commission); program approvals; review of graduate programs; medical and health education; two-year postsecondary education; student financial assistance programs; Higher Education Management information system; the computer advisory committee; and state appropriations for colleges and universities. A summary of fiscal year 1975-76 expenditures of the Commission on Higher Education and a list of commission publications are also presented. (LBH)

ED 132 948 HE 008 521
Wright, Freeman J.

Final Report on Montana's Ph.D. Programs Existing on More than One Campus.

Montana Univ. System, Helena.

Pub Date Jul 76

Note—237p.; Not available in hard copy due to marginal legibility of original document.

Available from—Office of the Commissioner of Higher Education, Helena, Montana

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biological Sciences, *Botany, *Chemistry, *Doctoral Programs, *Graduate Study, *Higher Education, *Mathematics Education, *Microbiology, *Program Evaluation, *Program Improvement, *Statewide Planning, *Zoology

Identifiers—*Montana, *Montana State University, *University of Montana

In 1975, the Montana Board of Regents charged the Commissioner of Higher Education with reviewing the five Ph.D. programs in the state that are offered at more than one campus: microbiology, botany, zoology, chemistry, and mathematics. Teams from other universities reviewed the programs and submitted reports, with recommendations. The recommendations are that (1) both programs in microbiology be maintained; (2) both programs in botany be maintained, with major improvements required at one institution; (3) zoologists be given access to Ph.D. program in biology at each of two campuses, consolidating several existing life science programs; (4) both programs in chemistry be maintained, with no major changes; and (5) both mathematics programs be maintained, with major improvements desirable in each. The universities concerned are Montana State University and the University of Montana. The reviewers' reports are included. (Author/MSE)

ED 132 949 HE 008 522
Uhlman, Neil D.

Canadian-American Studies in Washington State Institutions of Postsecondary Education. A Report in Response to SR 1976-233.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Nov 76

Note—95p.; Page 49 not reproduced due to marginal legibility of original document

Available from—Council for Postsecondary Education, 908 E. Fifth, Olympia, Washington 98504

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Courses, *Cross Cultural Studies, *Graduate Study, *Intercultural Programs, *International Relations, *International Studies, *Post Secondary Education, *State Legislation, *State Surveys, *Statewide Planning, *Undergraduate Study

Identifiers—*Canada, *Canadian American Studies, *University of Washington, *Washington, *Western Washington State College

Washington's Senate Resolution 1976-233 directed the Council for Postsecondary Education to survey courses offered in institutions of higher education in Washington, covering such areas as Canadian problems, government, history, natural resources, and so on, and compile an inventory of courses covering such Canadian subject matter. The response to that directive is made in two parts. The first is a summary of the legislature's interest in Canadian-American studies, the institutional level of involvement, and recommendations for future development in this area. The second part contains an inventory of courses that are currently, have been, or are planned to be offered in the state's public and private postsecondary education institutions. Although the report contains recommendations, its purpose is primarily informational. It is recommended that (1) Western Washington State College and the Graduate School of Business Administration of the University of Washington continue their programs in Canadian-American Studies; (2) no expansion of current programs be undertaken; and (3) all postsecondary institutions integrate subject matter relative to Canada into courses when feasible. (Author/MSE)

ED 132 950 HE 008 523
Pailthorp, Keith

Regional Accreditation. A Report in Response to SR 1976-230.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Nov 76

Note—94p.; Not available in hard copy due to marginal legibility of original document.

Available from—Council for Postsecondary Education, 908 E. Fifth, Olympia, Washington 98504

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Standards, *Accreditation (Institutions), *Confidentiality, *Consumer Protection, *Contracts, *Court Litigation, *Credits, *Degree Requirements, *Due Process, *Educational Legislation, *Government Role, *Higher Education, *Legal Responsibility, *Military Personnel, *Post Secondary Education, *School Law, *State Licensing Boards, *State Standards, *Transfer Policy

Identifiers—*Washington

Senate Resolution 1976-230 directed the Council for Postsecondary Education to undertake a study of the role of the Northwest Association of Schools and Colleges in the certification of postsecondary educational institutions operating in the State of Washington. The accreditation process was reviewed as it relates to: (1) the variety of postsecondary educational enterprises in the state; (2) the desirability of noneducation representatives in the accreditation process; (3) the effectiveness of accreditation as a means to control consumer abuses; and (4) the relationship of accreditation to new and innovative programs. Legal issues regarding state and federal governments, accrediting agencies, and the courts are reviewed in this report. Current issues and recommendations summarized include the following: due process, confidentiality, regionalism, representation, general education requirement, candidate status, transfer of credit, nontraditional institutions, and consumer protection. (LBH)

ED 132 951 HE 008 535
Kurland, Norman D.

A National Strategy for Lifelong Learning. Remarks Prepared for the Dialogue on Lifelong Learning.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date 18 Oct 76

Note—16p.

Available from—Institute for Educational Leadership, The George Washington University, Suite 310, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Students, *Continuous Learning, *Counseling Programs, *Degrees (Titles), *Educational Innovation, *Educational Legislation, *Educational Objectives, *Educational Supply, *Employment, *Federal Legislation, *Financial Support, *Higher Education, *Learning Experience, *National Programs, *Outreach Programs, *Policy Formation, *Post Secondary Education, *Social Responsibility, *Speeches, *Student Motivation

Identifiers—*Higher Education Act Title I, *Lifelong Learning Amendment

In these remarks a strategy for lifelong learning is shown to be a strategy for achieving certain basic objectives in education. These include: (1) equality objective; (2) objectives in relation to education and work; (3) objectives related to the need for a common set of values; and (4) objectives related to the motivation of students. Several problem areas are identified in which changes must occur if lifelong learning is to be achieved. They deal with changes in secondary education, changes in postsecondary education and credentialing, the relationship between formal and informal education, changes in outreach and counseling, changes in the system of financing education, and changes in the relation of education and work. The current situation since the Lifelong Learning Amendment was added to Title I of the Higher Education Act is assessed. (LBH)

ED 132 952 HE 008 537
Reichard, Donald J. McArver, Patricia P.

Commuters and Parking at UNC-G. Preliminary Findings from the Commuting Student Survey.

North Carolina Univ., Greensboro. Office of Institutional Research.

Pub Date Oct 75

Note—25p.; Not available in hard copy due to marginal legibility of original document

Available from—Office of Institutional Research, University of North Carolina, Greensboro, North Carolina 27412

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bus Transportation, *Campuses, *Commuting Students, *Facility Requirements, *Higher Education, *Institutional Research, *Parking Areas, *Parking Controls, *Questionnaires, *School Surveys, *State Universities, *Student College Relationship, *Student Opinion, *Student Transportation, *Traffic Circulation, *Vehicular Traffic

Identifiers—*University of North Carolina

Data gleaned from items relating to transportation and parking from the Commuting Student Survey are reported. The survey questionnaire was designed to provide an overview of several aspects of the commuting student's relationship with the university and was sent to a stratified random sample of 2,140 students who were enrolled for the spring 1975 semester. Highlights of the findings include the following: (1) Eighty percent of the commuters depend on their own or their family's automobile for transportation to campus. (2) Negligible use is made of public transportation. (3) Less than 5 percent of commuters use carpools, although more than half express a willingness to do so. (4) Commuters consistently underestimate the costs of driving a car to campus. (5) The greatest number of cars are present on campus or in the vicinity around 10 a.m. (6) Many commuters do not purchase parking tickets for their cars. Recommendations for solving the parking problem for both students and staff are considered. (Author/LBH)

ED 132 953 HE 008 538
McArver, Patricia P.

Senior Survey. Results of the College Student Questionnaire Part II.

North Carolina Univ., Greensboro. Office of Institutional Research.

Pub Date Sep 76

Note—77p.; Not available in hard copy due to marginal legibility of original document

Available from—Office of Institutional Research, University of North Carolina, Greensboro, North Carolina 27412

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Career Choice, College Majors, Commuting Students, Comparative Analysis, Demography, Grades (Scholastic), Higher Education, *School Surveys, Seniors, *Sex Differences, State Universities, *Student Attitudes, *Student Characteristics, *Student College Relationship, Study Habits

Identifiers—*University of North Carolina

Part Two of the College Student Questionnaire (CSQ) developed by the Educational Testing Service is for students who have been in college and measures satisfaction with various aspects of college life. CSQ-II was administered during the spring 1976 semester to a sample of seniors, with 479 students representing all sectors of the senior class responding. Results are presented in three sections: demographic characteristics, academic characteristics, and future plans. The discussion of demographic characteristics includes factual information usually associated with a demographic profile as well as scale scores describing orientations of seniors to family, friends, and society. Information about choices of major, grades, study habits, and satisfaction with UNC-G are covered in the section on academic characteristics. The last part of the report presents the immediate and long-range plans seniors have for continuing their education and pursuing their careers. A primary focus of this report is a comparison of the characteristics of senior men and women. Some comparative data on commuting and dormitory residents and majors in arts and sciences and professional schools are also presented. A primary objective of a report such as this is to stimulate questions and requests for additional analyses of the data. (Author/LBH)

ED 132 954

HE 008 539

Mondale, Clarence C.

A New Direction for the Urban University. A Report to the Richard King Mellon Trusts from the George Washington University.

George Washington Univ., Washington, D.C.

Spons Agency—Richard King Mellon Foundation, Pittsburgh, Pa.

Pub Date [75]

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Development, *Community Programs, Foundation Programs, Grants, Higher Education, *School Community Cooperation, *School Community Programs, *School Community Relationship, Urban Areas, *Urban Universities

Identifiers—District of Columbia, District of Columbia (Anacostia), *George Washington University, *Richard King Mellon Trusts

The most important single outcome of the grant from the Mellon Trusts to the George Washington University (GW) was the development of the Division of Experimental Programs. This new division is centrally concerned with turning GW's Washington location to academic advantage. Under the terms of the grant, GW was to develop means to relate the "total resources" of the university to the needs of local communities, particularly poor communities. This report traces the development of the Division of Experimental Programs through the five-year life of the Mellon grant. Section 1 discusses the relationship that existed between the university and the surrounding Washington community prior to the receipt of the Mellon grant. Section 2 details the first year of the grant. Section 3 describes the attempts to take community-oriented courses out of the classroom. Section 4 tells of the advent of the first service-learning programs, which placed students in public, private, and other community agencies for firsthand observation and experience. Section 5 details the cooperative program established between GW and a Washington community (The Anacostia Project); early problems faced in attempting to match university resources with specific community needs are discussed. Section 6 traces the development of a new GW office to supervise grant-related activities. Section 7 evaluates GW's accomplishments during the five-year grant: lessons learned and observations made. (Author/MSE)

ED 132 955

HE 008 540

Sinclair, Phillip A.

The Other Crisis.

Pub Date [76]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Instruction, *College Teachers, *Communication Problems, *Effective Teaching, *Higher Education, Relevance (Education), Student Attitudes, *Student Motivation, Student Teacher Relationship, Teacher Influence, Teaching Skills, Teaching Techniques

Educators have been very aware of the crisis due to student unrest, which in turn is due to political, economic, or racial tensions. Another crisis is at hand: students, like others in our society, have developed a distrust of authority, and consequently of traditional education. Vocational schools are flourishing because they have weeded out the indigestibles and offer immediately useful skills. College teachers must learn to communicate higher education's worth to students. The major problem today in college teaching is boredom; this perception is borne out in a survey of student attitudes. Simple, unexaggerated concern for student welfare would improve the communication lines, as would a sincere effort to create interest. Another technique is for teachers to point out the implications and modern-day importance of the materials discussed in class, and not leave that conceptual leap to the students alone. The four professional myths to be debunked are that: (1) students are lazy and unintelligent; (2) the holder of the terminal degree automatically becomes a good teacher; (3) teachers must become like students in order to be effective; and (4) knowing the subject well precludes knowing how to teach it. (Author/MSE)

ED 132 956

HE 008 541

Scope of Public Sector Bargaining in 14 Selected States. Special Report 25. Update.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Jan 77

Note—19p.

Available from—Academic Collective Bargaining Information Service, 1818 R St. N.W., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Board of Education Policy, *Collective Bargaining, Collective Negotiation, *College Faculty, Employment Practices, Employment Problems, Faculty Organizations, Faculty Workload, Fringe Benefits, *Higher Education, Institutional Role, *Negotiation Impasses, Personnel Policy, Salaries, School Calendars, State Action, *State Legislation, *Unions

Identifiers—California, Connecticut, Hawaii, Kansas, Massachusetts, Michigan, Minnesota, Nevada, New Jersey, New York, Oregon, Pennsylvania, South Dakota, Wisconsin

As faculty and other public sector unions become more sophisticated in collective bargaining, they tend to lay a greater variety of demands on the table. This, in turn, forces the employer to ask, Do I really have to bargain about these subjects? As more employers refuse to bargain, more unions charge them with failing to bargain in good faith, and the appropriate labor board is faced with another decision on the scope of bargaining. Recently, several states' labor boards have rendered new landmark decisions; to include these decisions, ACBIS decided to update its original scope report. The states involved are California, Connecticut, Hawaii, Kansas, Massachusetts, Michigan, Minnesota, Nevada, New Jersey, New York, Oregon, Pennsylvania, South Dakota, and Wisconsin. Negotiation areas affected include: dispute settlement; hours, calendar, and workload; employee perquisites; institutional direction and resources; personnel policies; technical aspects of the collective bargaining process; union security; wages and salaries; and miscellaneous considerations. The information provided within the study includes legislation enacted and board decisions rendered by December 1, 1976. (Editor/MSE)

ED 132 957

HE 008 545

Mantovani, Richard E. And Others

Studies of Medical Student Financing. Medical Student Indebtedness and Career Plans, 1974-1975.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Sep 76

Contract—231-76-0011

Note—129p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock no. 017-041-00120-3, \$1.80)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Career Choice, Demography, Higher Education, Individual Characteristics, *Medical Education, *Medical Students, Professional Education, *Specialization, *Student Costs, *Student Financial Aid, Student Interests, Student Motivation, Tables (Data)

Identifiers—Association of American Medical Colleges

Data on medical student indebtedness and career plans that were collected as part of the AAMC's "Survey of How Medical Students Finance Their Education, 1974-1975" is analyzed. The data sample consisted of anonymous questionnaires received from 15 percent of the total enrollment at 110 U.S. medical schools. The variables included in the analysis are: demographic and background characteristics of students, initial indebtedness, anticipated indebtedness on graduation, specialty area, career activity preferences, planned residency training, geographic location preferences, and interest in physician shortage area practice. It was found that (1) students anticipating greatest indebtedness tend to be women, minority group members, married with children, from small towns or rural areas, and from lower income families; (2) students interested in primary care or underserved area careers tend to be women, married with children, from small towns or rural areas, and from lower income families; (3) few significant relationships exist between indebtedness and preferred career plans when studied without regard to extreme levels of indebtedness or other personal characteristics; and (4) the relationships between indebtedness and career plans are somewhat higher when the focus is on students with a high level of indebtedness and when other selected personal characteristics are considered. Data are presented in narrated tabular form. (Author/MSE)

ED 132 958

HE 008 546

Newton, Jan N. And Others

Developing an Empirical Test of the Impact of Vouchers on Elasticity of Demand for Post-Secondary Education and on the Financing of Higher Education; and Economic Efficiency in Post-Secondary Education. Final Project Report.

Oregon Univ., Eugene.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—3-3007; 4-0809

Note—283p.; Pages 231-236 not reproduced due to marginal legibility of original document.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—College Students, *Economic Factors, *Educational Demand, *Educational Economics, Education Vouchers, Enrollment Influences, *Higher Education, High School Graduates, Statistical Analysis, Statistical Studies, *Student Costs, *Student Financial Aid

Identifiers—*Oregon

Two separate NIE research projects in higher education, closely related in substance and complementary, were undertaken in Oregon in 1973-75. During the first year, the objectives were to: (1) compute and analyze various configurations of student schooling costs and financial resources according to institutional type and to student sex and parental income; (2) develop measures of educational demand elasticity; and (3) explore the effect of introducing new variables to the estimation model. During the second year, the project objectives were to (1) extend the first year's work by additional analysis of demographic factors; (2) examine the impact of federal financial aid programs and policies on Oregon students; (3) predict changes in demand that might result from a change in the state's community college tax base; and (4) use time series data in analyzing changing patterns of demand. The third objective of the second year was not accomplished, since a fifth objective was established and substituted during the year: to explore the factors (primarily qualitative) that might influence the high school graduate's after-graduation plans, particularly his choice of an institution of higher education. The results of the research are presented primarily in narration, with some tables, and are intended for

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practitioners and researchers alike.
(Author/MSE)

ED 132 959 HE 008 547

Construction Grants for Educational Facilities. Fiscal Years 1965-76. Health Manpower References.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—(HRA) 77-18

Pub Date Nov 76

Note—300p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Construction Programs, Dentistry, Educational Facilities, Educational Finance, Facilities, *Facility Improvement, *Federal Aid, *Grants, *Medical Education, Medical Libraries, Medical Research, *Medical Schools, Nursing, Pharmacy, Public Health, Tables (Data), Veterinary Medicine

Identifiers—Construction Finance, Health Resources Administration, Optometry, Osteopathy, Podiatry

This publication provides information on construction assistance awarded during fiscal years 1965 through 1976 by the Bureau of Health Manpower (BHM) and its predecessors to schools of medicine, osteopathic medicine, dentistry, optometry, pharmacy, podiatric medicine, veterinary medicine, public health, and nursing. In addition, it provides data on grants awarded to schools of allied health, medical libraries, and health research facilities. The report consists of two parts: (1) grants, arranged in summary tables according to type of training, region, fiscal year, and control and status of the school, and indicating the expected impact of the construction; and (2) a list of guaranteed construction loans on which the Federal Government pays the full amount of any defaults on interest and principle. (Editor)

ED 132 960 HE 008 548

Collier, Douglas J.

Program Classification Structure: Second Edition. Review Edition. Technical Report 101.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—71p.

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colo. 80302

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Admission (School), Ancillary Services, Community Service Programs, Educational Administration, Information Systems, *Institutional Administration, *Institutional Research, *Institutional Role, Instruction, *Management by Objectives, Management Systems, Objectives, *Post Secondary Education, *Program Descriptions, Program Planning, Research, Student Financial Aid, Student Personnel Services

Identifiers—National Center Higher Education Management, NCHEMS, Program Classification Structure

The 1972 edition of the Program Classification Structure (PCS) is revised, using essentially the same framework but with additional categories and more detailed definitions. The PCS is a framework that permits the classification of a postsecondary education institution's resources and programs/activities as they relate to the accomplishment of institutional objectives. Programs may be assigned to eight categories: instruction, research, public service, academic support, student services, institutional support, independent operations, and student access. In each category, specific activities are categorized by subprograms. The PCS was intended as an instrument for organizing information, but has been used for objective-oriented planning and management at several institutional levels. (Author/MSE)

ED 132 961 HE 008 549

Corson, John J.

Public Policy and Higher Education. Topical Paper Number 4.

Arizona Univ., Tucson. Coll. of Education.

Pub Date Aug 76

Note—19p.

Available from—Higher Education Program, College of Education, University of Arizona, Tucson, Arizona 85721.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accountability, *Credibility, Federal Government, Government Role, *Higher Education, *Improvement, Institutional Administration, Private Colleges, *Problems, Public Officials, *Public Opinion, *Public Support, State Officials

A significant problem of higher education today is public skepticism. If the educational leadership will stimulate political leaders to cope constructively with six central problems, the remaining years of the 1970's could be an "age of wisdom." The problems are: (1) the need for the assurance of greater resources in coming years; (2) the need for assistance to private institutions so that they may maintain or increase their share of total enrollment; (3) that the institutions themselves must prove they are capable of effective management of their considerable resources; (4) that higher education can no longer justify its existence with claims of the greater social mobility of college graduates; (5) that career-long education can no longer be sold simply as leisure-time activity; and (6) the oppressive regulation of individual institutions. Much higher education decision-making is left-handed. The campaign ahead must be waged to reclaim public confidence and gain understanding and respect among federal and state officials. (Author/MSE)

ED 132 962 HE 008 552

Williams, A. P. And Others

The Effect of Federal Biomedical Research Programs on Academic Medical Centers. Prepared for the President's Biomedical Research Panel.

Rand Corp., Santa Monica, Calif.

Report No.—R-1943-PBRP

Pub Date Mar 76

Contract—NOI-PP-2159

Note—130p.; Report was prepared for the President's Biomedical Research Panel which no longer exists

Available from—RAND Corporation, Santa Monica, California 90406 (\$7.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biological Sciences, Budgets, Departments, Doctoral Programs, *Federal Aid, *Government Role, *Grants, Higher Education, Hospitals, *Medical Research, Medical Schools, *Researchers, Research Projects

Identifiers—*Biomedical Research, Government School Relationship

The effects of evolving federal research policies and programs on nongovernmental academic medical centers are examined. Medical schools, teaching hospitals, and research institutes are included. The major problem of analysis in this report is to sort out the effects of federally-supported biomedical research from other influences on academic medical centers. The analysis addresses the question of the status of the academic medical community on a number of levels. It examines how centers appear to have adjusted their educational programs, their organizational structures, their scientific activity, and their budgets as a result of their involvement in federal biomedical research. The measurable effects of federal research on the educational programs of centers appear to be limited largely to those components most involved in research. In general, the academic medical community is responsive to the influence of federal biomedical research programs. The analysis reported here confirms the interdependence between the federal agencies that sponsor research and the academic institutions performing it. Important characteristics of academic medical centers—Ph.D. programs, faculty size, budgets, and scientific activity—are directly related to the federal funding received by individual departments; and overall financial stability is often substantially affected by the stability of federal research funding. (Author/LBH)

ED 132 963 HE 008 554

Meisinger, Richard J., Jr.

State Budgeting for Higher Education: The Uses of Formulas.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date 76

Grant—730-0552; NE-G-00-3-0210

Note—283p.

Available from—Center for Research and Development in Higher Education, University of California, Berkeley, California

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Budgeting, Cooperative Planning, *Educational Finance, Educational Planning, Government Role, *Higher Education, Historical Reviews, Interagency Cooperation, *Mathematical Applications, Public Education, State Colleges, State Universities, *Statewide Planning

Identifiers—California, *Formula Budgeting, *Government School Relationship, Illinois, Texas

The purpose of this research effort is to determine: (1) why formulas are used in the budgetary process of public higher education; (2) what organizations play an active role in the development of the formulas; (3) what strategies and counterstrategies are adopted by the participants in the formula budgeting process for public higher education; (4) what consequences derive from the organizational strategies; and (5) what functions are performed and what dysfunctions result through the application of budgetary formulas. Focus in this study is both on the historical development of budgetary formulas used in or closely related to the instructional function in California, Illinois, and Texas and on current practices. In particular, the emphasis is on the interorganizational relationships between executive and legislative budget agencies, coordinating agencies, and institutions. (Author/LBH)

ED 132 964 HE 008 559

Seventh Annual Report to the Governor and the Legislature. Utah State Board of Regents, 1975-76.

Utah State Board of Higher Education, Salt Lake City.

Pub Date Dec 76

Note—209p.; Not available in hard copy due to small type of document

Available from—Office of the Commissioner of Higher Education, Utah State Board of Regents, 136 East South Temple Street, Suite 1201, Salt Lake City, Utah 84111

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annual Reports, Budgets, College Graduates, Cooperative Planning, Curriculum Development, Educational Facilities, *Educational Finance, Educational Planning, Educational Television, *Governing Boards, *Higher Education, Regional Planning, State Colleges, *State Programs, State Universities, *Statewide Planning, Statistical Data

Identifiers—Utah

This seventh annual report from the Utah State Board of Regents focuses on the successes of the 1975-76 academic year. Events of the year are reviewed, and specific academic affairs activities are cited, including: role and curricular studies, cooperation with the Western Interstate Commission for Higher Education, the Veterans' Approval Program, statewide educational television, and degrees conferred. Statistical data support these reports along with those for budgets and finance and for planning and capital facilities. (LBH)

ED 132 965 HE 008 574

Gentis, Donald

A Study of Bachelor of Career Arts Degree Program at Dallas Baptist College.

Pub Date Feb 76

Note—170p.; Ed.D. Research Project, Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Students, *Bachelors Degrees, *Career Planning, College Credits, Community Colleges, Curriculum Design, *Degree Requirements, *Educational Innovation, Higher Education, *Performance Based Education, Program Evaluation, Questionnaires, Student Attitudes, Student Characteristics, Student Experience, Vocational Development, Work Experience

Identifiers—*Bachelor of Career Arts Degree, *Dallas Baptist College

The Bachelor of Career Arts (BCA) degree program was initiated at Dallas Baptist College during the summer term of 1974. It is based on a certifiable competency in a chosen profession or career. Credit for life and work experiences, technical/occupational credits from the two-year colleges, and noncollege learning experiences are

considered for degree credit in the BCA program. The structure and value of the program as well as its philosophy and curriculum design are reviewed and changes are recommended as needed. A faculty/staff questionnaire and a student questionnaire were used. The study revealed that the students in the BCA program naturally differed in many ways from traditional college students, in that they were older, employed full-time, married, and highly motivated, with most having previous college experience. In general the program increased the students' income and/or helped to develop a new career. The value of awarding credit for life/work experiences and other nontraditional experiences was also significant. The results indicate that the faculty, staff, and students have a very positive attitude toward the program and that its philosophy and structure are very compatible with all involved. (Author/LBH)

ED 132 966 95 HE 008 584
Astin, Helen S. And Others

Sex Discrimination in Education: Access to Postsecondary Education. Vol. 1 and Vol. 2.

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Feb 76
Contract—300-75-0206

Note—394p.; For related documents, see HE 008 684, CG 011 298-299, CG 011 341, and EA 009 103-104

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Administrative Policy, Cultural Background, Cultural Factors, *Educational Discrimination, *Educational Opportunities, *Equal Education, *Females, Individual Differences, Investigations, Nondiscriminatory Education, *Post Secondary Education, Research, *Sex Discrimination, Social Influences, Student Financial Aid, *Womens Education

Identifiers—Education Amendments 1974, *Womens Educational Equity Act 1974

A study was undertaken, in compliance with the Women's Educational Equity Act of 1974 (part of the Education Amendments in 1974) to identify the extent and kinds of sex discrimination in access to postsecondary education. The analysis of the data includes participation rates of women in various forms of postsecondary education, the impact of personal and background variables on access to education, institutional practices that may have discriminatory effects (especially in financial aid), and the special problems of adult women returning to postsecondary education. Recommendations are made for programmatic, research, and legislative efforts to ensure more equal educational access. The data sources used were: (1) research and theoretical literature; (2) statistical reports on high school and college youth; and (3) special exploratory studies. Volume 1 contains the narrated report of the study; Volume 2 contains annotations. (MSE)

ED 132 967 95 HE 008 684
Astin, Helen S. And Others

Sex Discrimination in Education: Access to Postsecondary Education. Executive Summary.

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Feb 76
Contract—300-75-0206

Note—50p.; For related documents, see HE 008 584, CG 011 298-299, CG 011 341, and EA 009 103-104

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Policy, Adult Education, *Affirmative Action, Aspiration, Behavior, Career Choice, College Students, Educational Background, Educational Discrimination, Educational Experience, Educational Opportunities, *Equal Education, *Females, High School Students, Legislation, Motivation, *Post Secondary Education, Research Needs, Self Concept, *Sex Discrimination, Vocational Education, *Womens Education

Identifiers—Education Amendments 1972 Title IX

A study was undertaken to identify the kinds and extent of sex discrimination in access to postsecondary education. The study examined: (1)

the participation of women in educational activities (secondary schools and postsecondary collegiate and noncollegiate institutions); (2) the effect of differential socialization and socioeconomic status on women's aspirations, self-concept, and motivation; (3) institutional practices that may be discriminatory, individual behavior that may limit women's options, and specific aspects of the educational experience that contribute to women's progress; and (4) the mature woman's access to education. The implications of the study are that: (1) program efforts should be undertaken for high school preparation, participation in postsecondary education, and institutional practices and policies; (2) there is a need for both periodic data collection from high school students and studies to identify the factors that affect women's career decisions; and (3) legislative efforts that go beyond Title IX are needed. (Author/MSE)

ED 132 968 HE 008 685
Hanford, George H.

The Need for a National Study of Intercollegiate Athletics. A Report to the American Council on Education. Volume 2. Appendices.

American Council on Education, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date 22 Mar 74
Note—420p.; For related document, see HE 008 514

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Athletes, *Athletic Programs, *Athletics, Court Litigation, Females, Financial Problems, Football, *Higher Education, *Intercollegiate Programs, *Needs Assessment, Negroes, Policy Formation, Politics

The nine appendices of the feasibility study include: (1) current litigation involving intercollegiate athletics: analysis and implications (Carlos Alvarez); (2) financial problems of intercollegiate athletics (Robert H. Atwell); (3) the state politics (Jerry Beasley); (4) report of the task force on the black athlete (Roscoe C. Brown, Jr.); (5) sports and the postsecondary sector (Joseph Fromkin); (6) new and changing circumstances influencing the conduct of intercollegiate athletic programs since 1930 (Bernard P. Ireland); (7) campus, society, and the place of amateur sport (Theodore J. Lowi); (8) women in intercollegiate athletics (Mary McKeown); and (9) the experience of senior colleges that have discontinued football (Felix Springer). (Author/MSE)

IR

ED 132 969 IR 004 260
Powell, Ronald R.

The Application of Performance Measures in a Sample of Illinois Public Libraries.

Illinois Univ., Urbana. Library Research Center.

Spons Agency—Illinois State Library, Springfield.

Pub Date 76
Note—88p.

Available from—University of Illinois at Urbana, Urbana, Illinois 61801 (MF \$0.83; HC \$4.67)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Data Analysis, Data Collection, Evaluation Methods, *Library Services, *Measurement Instruments, *Performance Criteria, *Program Effectiveness, *Public Libraries, Use Studies, Workshops

Identifiers—Illinois

Sixty-six public libraries selected by random sample, substitutions and participation requests, tested Rutgers University 1970 Performance Measures Manual to gather information on the evaluation and improvement of public libraries. Selection was based on geographic location and budget categories. Following instructions for manual's use at workshops, participating libraries conducted a 3-day study, tabulated and summarized the resulting data. The Library Research Center prepared and sent a computerized profile of each library's scores and comparison statistics as well as questionnaires for feedback on the study. Most participating libraries were capable of conducting the study and summarizing data; most found reasonably clear with the instructions sufficiently easy to follow. Some questioned the manual's relevance and validity for small libraries. The research center found the manual useful

in providing data, but was disappointed in its traditional approach. They suggested research be done to refine the manual for use by small libraries. Also mentioned was the need for more detailed instructions, more subjective-type measures and follow-up activities for feedback. (KP)

ED 132 970 IR 004 264
Lewis, John P., Jr.

A Guide to the Literature of Audiovisual Education.

Pub Date May 26
Note—44p.

Available from—Library Assistance Service, 1611 Cherry Street, Wausau, Wisconsin 54401

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Audiovisual Instruction, Copyrights, Educational Television, Instructional Films, Instructional Materials Centers, Microforms, Photography, Professional Associations, Programmed Instruction, Visual Aids

Although this generously annotated selective bibliography primarily emphasizes audiovisual reference works of interest to educational researchers, a secondary emphasis is on publications in various specific subject areas. In addition to their value for researchers, the latter materials are of potential interest to educators planning to use or develop audiovisual materials. The general reference works are grouped by types which include bibliographies, dictionaries, encyclopedias, yearbooks and surveys, indexes, review sources, periodicals, and directories. There are separate subject sections for equipment, media lists, sources of free and inexpensive material, instructional media centers, media cataloging, media use in classroom, copyright, script writing, film, television, audio, photography, visual aids, microforms, and computer and programmed instruction. An annotated list is also provided of national and regional organizations active in the audiovisual field. The works listed are primarily post-1970. Periodicals date back to 1929. All entries appear in one section only. (STS)

ED 132 971 IR 004 269
Roberts, Stephen

The Planning of Indexing and Abstracting Services in the Social Sciences. Coverage, Overlap and Content.

Bath Univ. of Technology (England). Univ. Library.

Spons Agency—British Library, London (England). Research and Development Dept.

Report No.—BUL-RR-SerA-5
Pub Date Apr 76

Note—199p.

Available from—Bath University Library, Claverton Down, Bath BA 2 8 AY, England

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Abstracting, *Indexing, *Information Retrieval, *Information Sources, *Search Strategies, Social Sciences, Statistical Surveys, Tables (Data), Use Studies

Identifiers—Bath University of Technology (England), Design for Information Systems in Social Sciences

Indexing and abstraction services in the social sciences are growing as primary sources. Results are that users become overwhelmed with the number of secondary services they use. Therefore, planning, coverage and overlap are examined in this research report with emphasis on reexamining secondary services and redefining users and users' needs. Overlap and coverage of secondary sources dealing with criminology and public administration were examined. Results showed that adequate but insufficient services are provided. Recommendations of this study are that the decision must be made whether broad or narrow coverage is to occur. It suggests that an identification be made of the material and user evaluation of services. (AP)

ED 132 972 IR 004 271
Coan, Donald L.

Television for Effective Parenthood. Parenthood Education Needs: A National Assessment Study.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jul 76
Contract—300-75-0391

Note—110p.; For related documents see IR 004 272-273

Available from—Appalachia Educational Laboratory, Inc., Charleston, West Virginia 25325

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
 Descriptors—Content Analysis, *Early Childhood, *Educational Needs, Educational Television, Factor Analysis, *National Surveys, *Needs Assessment, *Parenthood Education, Preschool Learning, Programming (Broadcast), Teaching Methods

Identifiers—*Television for Effective Parenthood
 A national sample of parents of young children, representing demographic and cultural diversity, participated in a needs assessment study for the development of a television series on effective parenthood. A questionnaire containing 60 forced-choice items and one open-ended question was sent to each subject. Responses from 1,799 parents indicated: (1) the series should emphasize knowledge and skills in humanistic approach to parenthood and to early childhood development; (2) television and accompanied reading materials were the most preferable instructional strategies; and (3) programs concerning realistic situations and experts' opinions were favorable. (SC)

ED 132 973 IR 004 272
Television for Effective Parenthood; Literature Search and Existing Materials Assessment.
 Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date 1 Jul 76
 Contract—300-75-0391
 Note—242p.; For related documents, see IR 004 271-273

Available from—Appalachia Educational Laboratory, Inc., Charleston, West Virginia 25325
EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
 Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Bibliographies, Early Childhood, *Literature Reviews, Media Selection, *Parenthood Education, Preschool Learning, Resource Materials

Identifiers—*Television for Effective Parenthood
 Materials concerning parenthood education were assessed and classified as published research, audiovisual materials, and pamphlets and booklets. Eighty-nine items of related research were reviewed and listed in a bibliography. Content and technical quality of audiovisual materials from a national search were reviewed and evaluated based on specific criteria. A list of 204 items was presented alphabetically and according to content areas. Each item was further described in an evaluation form with specific information as to title, format, producer, distributor, date, length, content description, target audience, technical quality and suggested usability. It was found that most materials were inappropriate for the production of a national television series due to inadequate content and technical quality, but they might serve as a comprehensive source for other uses. The report also contains an annotated bibliography of relevant pamphlets and booklets, and a list of sources of audiovisual materials. (SC)

ED 132 974 IR 004 273
Television for Effective Parenthood. Final Report.
 Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date 31 Aug 76
 Contract—300-75-0391
 Note—71p.; For related documents, see IR 004 271-272

Available from—Appalachia Educational Laboratory, Inc., Charleston, West Virginia 25325
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—Early Childhood, *Educational Television, Formative Evaluation, Literature Reviews, Needs Assessment, *Parenthood Education, Preschool Learning, *Program Design, *Television Curriculum

Identifiers—High Scope Educational Research Foundation, Metropolitan Pittsburgh Educational Television, Statistical Research Incorporated, *Television for Effective Parenthood, WQED TV

A television series focusing on the development of an interpersonal relationship between parents and their young children was designed during 1975-1976. The design was preceded by a thorough national search for existing materials on parenthood, a literature review, a needs assessment study, and the goal formulation. A one-hour experimental television special and its condensed version were then developed. One hundred and thirty-five parents selected from a target audience viewed them and provided feedback for program

improvement. A prototype program was developed but not broadcast by the end of the project. (SC)

ED 132 975 IR 004 274
Development and Production Leading to a Television Series on Parent Education; Planning Report. Volume I.
 Applied Management Sciences, Inc., Silver Spring, Md.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.
 Pub Date 29 Oct 76
 Contract—300-76-0398
 Note—88p.; For related document see IR 004 275

Available from—Applied Management Sciences, 962 Wayne Avenue, Suite 701, Silver Spring, Maryland 20910

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—Citizen Participation, Cognitive Development, Discipline, Documentation, *Educational Planning, *Educational Television, Family Problems, *Family Relationship, *Parent Education, Parent Participation, Pilot Projects

Planning processes are described for the production of the pilots of a 20 episode educational television series for parent education. Dramatic episodes showing conflict in the lives of five fictional families form the basis for the planned series which is intended to educate 17-25-year-old parents to facilitate the growth and development of their children. The report includes: (1) definition of the conceptual framework, (2) the management plan showing organizational relationships between the three agencies and two citizen groups, and (3) the production plan for three pilot episodes with the themes "Discipline," "Cognitive Stimulation" and "Family Conflicts." The appendix describes the procedures used to document the planning process. (STS)

ED 132 976 IR 004 275
Development and Production Leading to a Television Series on Parent Education; Planning Report. Volume II. Operational Plan.
 Applied Management Sciences, Inc., Silver Spring, Md.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.
 Pub Date 30 Nov 76
 Contract—300-76-0398
 Note—198p.; For related documents, see IR 004 274

Available from—Applied Management Sciences, 962 Wayne Avenue, Suite 701, Silver Spring, Maryland 20910

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
 Descriptors—Community Relations, *Educational Planning, Educational Research, *Educational Television, Evaluation Methods, Family Problems, *Family Relationship, Field Studies, Financial Support, Marketing, Needs Assessment, *Parent Education, Parent Participation, Pilot Projects, Publicize

Processes are described which were used to continue the planning necessary for the production of a 20 episode educational television series for parent education. Dramatic episodes showing conflict in the lives of five fictional families form the basis for the planned series which is intended to educate 17-25-year-old parents to facilitate the growth and development of their children. The report includes: (1) a development for program content and related nonbroadcast materials; (2) a research and evaluation plan including needs assessment, laboratory, pilot and field testing; (3) a community relationships plan for outreach and publicity; and (4) a distribution and additional funding plan. (STS)

ED 132 977 IR 004 278
Sherby, Louise S.
Report and Recommendations of the Long Range Plan Implementation Committee to the Members of the Rhode Island Library Association.
 Rhode Island Coll., Providence; Rhode Island Library Association, Providence.
 Pub Date Apr 76
 Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Continuing Education Units, *Librarians, *Library Associations, *Library

Circulation, Library Networks, *Library Services, Media Specialists, *Professional Continuing Education, Publicize

Identifiers—Rhode Island Library Association
 Subcommittee on Public Relations, Continuing Education (CE); State-wide Borrower's Card and School Library Specialist submit reports. The Public Relations Subcommittee makes nine recommendations. The general recommendations of the Subcommittee on CE include (1) the creation of a Steering Committee on CE; (2) the involvement in CE of three agencies; Rhode Island Library Association (RILA), Graduate School of Library Science at the University of Rhode Island, and the Department of State Library Services; (3) the association of RILA with the Continuing Library Education Network and Exchange (CLEN); and (4) the endorsement of the Continuing Education Unit (CEU) as a valid measure of noncredit activity. The Subcommittee on CE also presents a plan for the distribution of responsibilities among the three agencies in (2) above, and a three-year plan for CE in Rhode Island. This subcommittee report is supplemented by appendices on CLEN and CEU, and a selected bibliography. The Subcommittee on State-wide Borrower's Card recommends further study by an ad hoc committee; and the Subcommittee on School Library Specialists reports there is no present plan to include this position in the State Department of Education. (WBC)

ED 132 978 95 IR 004 279
Herling, Richard
An Overview of a Comprehensive Educational Information System in the State of Kansas.
 Kansas State Dept. of Education, Topeka.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date Jun 75
 Contract—OEG-71-4646
 Note—75p.; For related document, see IR 004 280

Available from—Project Communicate, Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—*Information Services, *Information Systems, Program Evaluation
Identifiers—Kansas Department of Education, *Project Communicate

Project Communicate began to set up an educational information system to introduce new instructional practices in Kansas public schools. Twelve school districts started the project. A project director, several education specialists, and an information specialist were part of this program. Field agents were sent to instruct educators to use the innovative instructional materials. Brochures were sent to school personnel introducing them to information retrieval systems. During the developmental phase searches averaged 91.4 each month. Requests came from 64 percent of teachers and 41 percent of administrators. Seventy-five percent of the clients evaluated the project. During the transition phase maintaining and expanding services to rural districts was undertaken. Change from federal funds to local and state funding occurred. From the transition phase to the implementation phase the project saw a greater expansion of the information systems to 95 school districts, 14 colleges and universities. Kansas National Educational Association and five adult education centers were also added. Expansion of services, regional workshops, utilization of a statewide information system and assisting school districts are plans for the future. (AP)

ED 132 979 95 IR 004 280
Flott, Nancy
Kansas/Project Communicate—Regional Expansion.
 Kansas State Dept. of Education, Topeka.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date 15 Jul 76
 Grant—NIE-G-75-0015
 Note—27p.; For related document, see IR 004 279

Available from—Project Communicate, Kansas Department of Education, 120 East 10th Street, Topeka, Kansas 66612

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Information Dissemination, Information Needs, *Information Services, Information Sources, *Information Systems, *Instructional Innovation

Identifiers—Kansas Department of Education, *Project Communicate

Operating in a pilot region, Project Communicate established a comprehensive educational information system to support the adoption of innovative instructional practices in classrooms. It provided field consultants, individualized information service and information processing units in the state education agency (SEA). It provided for two major changes from the previous year; (1) a system of local linkers replaced the extension agent; and (2) computer searches were reduced by the use of curriculum guide catalogs. A shift in Fiscal Year 1975 from federal to state and local funding necessitated a regional expansion to the remaining 2/3 of the state and to educational agencies other than SEA. Computerized information search and retrieval capacities expanded to the existing staff in institutions of higher education and one educational cooperative under contracts from the Kansas State Department of Education. The Kansas Educational Dissemination Diffusion System was established to provide "practices/programs/processes" from an extensive resource system supported by Title IV, Part "C." (DAG)

ED 132 980

IR 004 281

Davis, Joel J.

The Design and Implementation of an Individualized Instructional Program.

Harvey School District 147, Ill.

Note—34p.

Available from—School District 147, 155th Place and Hoyne Avenue, Harvey, Illinois 60426

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, *Educational Diagnosis, Individualized Instruction, *Individualized Programs, Learning Characteristics, Models, Systems Approach

A model is presented which incorporates certain features lacking in many schemes: it proceeds in a systematic manner; it addresses the interaction of cognitive processes and instructional task demands; it provides for continuous evaluation and modification; and it deals with measurable behaviors. It is divided into three components adapted from Tuckman and Edwards (1973). The first component, analysis, contains: (1) the determination of postinstructional behaviors, (2) the translation of these behaviors into behavioral objectives, and (3) a specification of a sequence for the presentation of objectives. The second component, synthesis, involves: (1) an analysis of learner competencies and processes, (2) an analysis of task demands, and (3) an analysis of the instructional setting. The outcomes of each of these analyses are integrated into an actual instructional program and along with evaluation and modification they comprise the final component of the model, operation. (DAG)

ED 132 981

IR 004 283

Batson, Donald

Government Publications in Kansas Public Libraries.

Emporia Kansas State Coll.

Pub Date Dec 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Government Publications, *Librarians, Library Acquisition, Library Expenditures, *Library Surveys, *Public Libraries Identifiers—*Kansas

This study sought to determine (1) the attendance of public librarians in government documents workshops, (2) the familiarity with and use of selection and reference tools, (3) the amount of money spent for the purchase of government publications, (4) the receipt of government publications from congressmen, and (5) if special courses in government documents have been studied. Questionnaires were sent to a random sample of libraries. Eighty-four of 100 questionnaires were returned, of these 81 were usable. The results show that of the 37 libraries which order government publications, 7 spend between \$0 and \$5 per year, 20 spend between \$5 and \$25, and 10 spend \$50 or more. Forty-five librarians found government documents useful. The three publications most used were, in order, Yearbook of Agriculture, Zip Code Directory, and Selected Lists of United States Government Publications. Thirty-four librarians receive government publications from congressmen and 22 never receive them. Thirty-six librarians attended either workshops or classes on government publications.

Data support the hypothesis that librarians who attend workshops and classes show greater expertise in the use of these reference tools, possess a greater familiarity with acquisition tools, and belong to libraries spending a higher amount for federal publication purchase. (DAG)

ED 132 982

IR 004 295

McGrath, William E.

Relationship between Hard/Soft, Pure/Applied, and Life/Nonlife Disciplines and Subject Book Use in a University Library.

Pub Date Aug 75

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Library Research, *Library Surveys, *University Libraries, *Use Studies Identifiers—University of Southwestern Louisiana

This paper hypothesizes (1) the softer the subject, or (2) the purer the subject, or (3) the more a subject can be characterized as life-oriented, the greater the number of books that will be charged. Interaction and higher order (polynomial) combinations between the three characteristics are also hypothesized. A scale value for each characteristic of 60 academic subjects is determined by a survey of faculty at the University of Southwestern Louisiana. Correlation and multiple regression are employed to assess the proportion of variance accounted for. Hypothesis (1) is weakly supported; hypothesis (2) is modestly supported providing other variables are not held constant. Hypothesis (3) is not supported under any conditions tested nor are any of the hypothesized interactions or higher orders. (Author/WBC)

ED 132 983

IR 004 304

Typical Class Specifications for Clerical and Supportive Staff Positions in Public and School Libraries under Civil Service in New York State.

New York Library Association, New York.

Pub Date Nov 75

Note—17p.

Available from—New York Library Association Publications, 60 East 42 Street, Suite 1242, New York, New York 10017 (1-9 copies, \$2.00 each, discount on large quantities)

Document Not Available from EDRS.

Descriptors—Librarians, *Libraries, *Occupational Information, *Public Libraries, *School Libraries

Identifiers—*New York Library Association

Included are a general statement of duties; distinguishing features of the class; examples of work; required knowledge, skills and abilities; and acceptable experience and training for each of: Library Page, Senior Library Page, Library Clerk, Library Clerk-Typist, Senior Library Clerk Typist, Media Technician, Senior Media Technician, Principal Library Clerk, Chief Library Clerk. (WBC)

JC

ED 132 984

JC 770 021

Abel, Emily K.

Invisible and Indispensable: Part-Time Teachers in California Community Colleges.

Pub Date [76]

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Colleges, Employment Problems, *Job Satisfaction, *Junior Colleges, *Part Time Teachers, Questionnaires, *School Surveys, *Subemployment, Teacher Attitudes, Teacher Qualifications, Teacher Salaries, *Teaching Conditions, Women Teachers, Work Environment

Identifiers—California, Santa Monica College

Part-time instructors constitute a substantial proportion of the faculty at all levels of instruction. Community colleges in California are especially dependent on part-time instructors. Based on a survey of 243 (46%) part-time instructors at Santa Monica College, this study shows that most part-time instructors are committed to the profession of teaching but prohibited from full-time jobs by the employment crisis. Their qualifications compare well with those of full-time faculty and they invest a substantial amount of time in preparation for class. They depend on their small salary from the college for a large proportion of

their total income; many support themselves by holding a number of part-time assignments at various educational institutions. Part-time instructors are aggrieved by their low salaries, lack of fringe benefits, and their low status. Most would accept a full-time job but half would prefer to remain part-time if their pay and status were improved. Part-time teachers are denied the opportunity to prove themselves and then penalized for failure to demonstrate their merit. Additionally, the disproportionate number of women on the part-time staff can be considered as an example of the discriminatory treatment of women in academia. The women are more qualified, invest more time in class preparation, and have fewer outside professional commitments. The survey instrument and tabulated responses are appended. (JDS)

ED 132 985

JC 770 022

Armstrong, David F.

A Study of the Need for a Program of Legal Assistant Education in Montgomery County.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Employer Attitudes, Institutional Research, *Job Analysis, *Junior Colleges, Lawyers, *Legal Assistants, *Manpower Needs, *Needs Assessment, Paraprofessional Personnel, Program Content, Questionnaires, Surveys

Identifiers—Maryland (Montgomery County)

A questionnaire was mailed to all members of the Montgomery County (Maryland) Bar Association in order to assess the need for trained legal assistants among practicing Montgomery County attorneys, and to elicit their opinions of functions legal assistants might perform and recommendations for coursework and other aspects of a legal assistant training program. Responses were received from 14% of the law practices, representing 29% of the practicing attorneys. Seventy-eight percent of the respondents indicated they would like to have their employees take additional training and 72% indicated an interest in hiring a legal assistant, but 86% would prefer to promote their own legal secretaries through legal assistant courses and on-the-job training. Only 54% had any interest in hiring a new employee to serve as a legal assistant. Because of the very low response rate and overrepresentation of large law firms in the respondent group, it was recommended that the survey results be viewed cautiously. It was suggested that a series of courses in a certificate program might be more appropriate than a separate program leading to a degree. The survey instrument is appended. (JDS)

ED 132 986

JC 770 023

Federal Categorical Aid Programs, Fiscal Year 1976.

National Council for Resource Development, Washington, D.C.

Pub Date 76

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Educational Finance, *Federal Aid, *Federal Programs, *Junior Colleges, *Resource Allocations, *Resource Guides

The National Council for Resource Development's Task Force on Federal Categorical Funding has investigated and reported the involvement of community colleges in various federal programs. The information in this report, covering sixty-seven federally funded programs, can be used by community college resource development officers in decision-making, in terms of quickly determining the dollars appropriated for a particular program, the dollars obtained by community colleges compared to total dollars appropriated, and comparing the number of awards obtained by community colleges to the number of total awards. As is shown in this document, community colleges are obtaining funding in a variety of programs within agencies and offices other than Health, Education, and Welfare's Office of Education. (Author/JDS)

ED 132 987

JC 770 024

Alworth, Robert M. Weiser, Irving

A Comparison of District and Statewide Faculty Loads, Fall 1972-Fall 1975. Research Report 76-07.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Dec 76

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Faculty, Community Colleges, Comparative Analysis, Faculty Workload, *Intellectual Disciplines, *Junior Colleges, *Multicampus Districts, State Surveys, *Teaching Load

Identifiers—California, Los Angeles Community College District, Weekly Student Contact Hours

This publication provides data on day-program full-time faculty teaching loads in the Los Angeles community colleges for the fall semesters 1972 through 1975, compared to total statewide averages, and statewide small college and large college averages, by instructional discipline. Faculty load is computed by dividing weekly student contact hours per discipline by full-time equivalent faculty assigned to that discipline. Average faculty load within the Los Angeles Community College District for fall 1975 was 526, compared to a statewide average of 534. District load figures for the individual instructional disciplines for fall 1975 compared to fall 1974 reveal decreases in fifteen areas and increases in eight. Both districtwide and statewide, largest loads occurred in the social science disciplines, while smallest loads occurred in the health professions, foreign languages, letters, and library science. From fall 1972 through fall 1975, average District load was lower than the statewide average in all years but 1974. Since 1972 the average District day load has increased 5.4% while day weekly student contact hours have increased 23%. Load data for the nine individual colleges in the District are included in this report. Additionally, graphic and tabular displays comparing District load with average statewide and average small and large college load by instructional disciplines are presented. (Author/JDS)

ED 132 988

JC 770 025

Reimanis, Gunars

Student Attrition and Program Effectiveness.

Pub Date 73

Note—12p.; Paper presented at the Annual Forum of the Association for Institutional Research (Vancouver, British Columbia, 1973). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academically Handicapped, Community Colleges, *Developmental Programs, *Dropout Prevention, Group Counseling, *Junior Colleges, Locus of Control, Persistence, *Personal Growth, Program Effectiveness, Self Concept, Staff Improvement, Student Adjustment

Identifiers—Coring Community College

This paper reports the effectiveness of seven different programs at Corning Community College (New York) designed to influence those factors associated with student attrition—low self concept of ability, high debilitating anxiety, low internal reinforcement control, and lack of goal and value clarity. The underlying theme of each of the programs has been to help students understand that the college faculty and administration are genuinely interested in the personal as well as academic growth of the student and know that incoming students may not have clear values or goals, and that it is natural for students to be apprehensive about things they are not familiar with. The programs include weekly "rap" sessions for Economic Opportunity Program students, a short-course in achievement motivation training, locus of control counseling, an Early Orientation Program for students with undecided educational goals, training in affective/confluent education principles for technical career faculty, an in-service faculty program to facilitate student-centered classrooms, group counseling for high anxiety nursing students, and encounter groups to improve student self-concept. Evaluation data for program participants and controls show that these efforts in improving student performance and reducing attrition have been more effective than purely "remedial" programs in academic areas. (JDS)

ED 132 989

JC 770 026

Seegmiller, Jesse F.

Community Impressions of the College of Eastern Utah.

College of Eastern Utah, Price.

Pub Date Nov 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Role, *Community Attitudes, Community Colleges, *Community Surveys, *Educational Quality, Institutional Research, *Junior Colleges, Objectives, Public Opinion, Questionnaires

In 1976, the College of Eastern Utah (CEU) conducted a survey of the general public, members of area educational associations, and businesses to determine if these groups perceived CEU as providing the services they desired. Results of the study indicated that the general public had, overall, a positive view of CEU. Factors most crucial in this group's opinions were (1) CEU social activities, (2) quality of academic instruction, (3) adequacy of technical training, (4) adequacy of transfer preparation, and (5) how modern the facilities were. Factors affecting educators' opinions were (1) CEU social activities, (2) quality of academic instruction, (3) convenience of CEU, (4) how modern the facilities were, and (5) length of time necessary at transfer institutions by CEU students before they could graduate. Factors affecting the opinions of the business community were (1) amount of personal attention received by CEU students, (2) quality of academic instruction, (3) adequacy of technical training, (4) adequacy of transfer preparation, and (5) convenience of CEU. While it was found that CEU enjoys a generally favorable reception throughout the community, results of the survey indicated that the college should expend more effort in clarifying its objectives and role in the community. (Author/JDS)

ED 132 990

JC 770 027

Faculty Teaching Load, Community Colleges, Fall 1976.

Hawaii Univ., Honolulu. Community Coll. System.

Report No.—CC-IRP-96

Pub Date Dec 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classes (Groups of Students), *Class Size, College Faculty, Community Colleges, Courses, Faculty Workload, General Education, Intellectual Disciplines, *Junior Colleges, *Productivity, Student Teacher Ratio, *Teaching Load, Vocational Education

Identifiers—Hawaii

This report describes faculty teaching load for fall 1976 in the Hawaii community college system as measured in terms of average semester hours taught, average hours in contact with students, and class size. The data used in generating this report were based on students registered in regular credit programs in Hawaii community colleges. A general increase in the number of courses, classes, and semester hours was noted at all campuses, due in part to the greater number of courses scheduled on a modular (short-term) basis. Average class size was smaller at most of the colleges. Faculty teaching figures indicated: a generally heavier workload in terms of average semester hours taught by instructors compared to 1975; a generally heavier workload in terms of weekly instructor contact hours compared to 1974; a decline in productivity ratios for the system compared to 1975; and an unchanged faculty/student ratio of 1:23 for the system. Decline in productivity ratios and average class size are attributed to lighter credit loads carried by both full- and part-time students and the greater proportion of part-time students. Tabular data on courses, classes, semester hours, contact hours, class size by program, average semester and contact hours taught, productivity, and faculty/student ratios are included for each college and for the system. (JDS)

ED 132 991

JC 770 028

Weiss, Marvin W.

A Challenge for the Future.

Pub Date 9 Dec 76

Note—11p.; Keynote address presented at the Higher Education Workshop (Idaho State University, December 9-10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College School Cooperation, Community Development, *Community Education, Cooperative Planning, *Institutional Role, *Interinstitutional Cooperation, Junior Colleges

From no action to co-action through cooperation should become a maxim for community educators in community colleges, local school dis-

tricts, universities, and all agencies concerned with adult and/or community education. Barriers to interinstitutional cooperation should be eliminated through delineation of the roles of community colleges and community schools relative to community education, development of a better awareness among educators of these institutional roles, and cessation of "empire building". Some specific activities that institutions involved in community education might engage in are: (1) cooperative program funding; (2) cooperative program supervision; (3) cooperative program/activity development; (4) use of volunteer teachers; (5) cooperative use of resources; (6) development and conduct of joint community needs surveys; (7) establishment of information banks to be shared; and (8) expansion of efforts in the area of community development. The outcomes which can be expected from interinstitutional cooperation include better use of tax dollars and better service to the community. (Author/JDS)

ED 132 992

95

JC 770 029

Fall 1975 Entering Students Not Continuing in the Same Community College in Fall 1976. Student Flow Project, Report No. 17.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—83p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Demography, Dropout Attitudes, Dropout Characteristics, *Dropout Research, *Dropouts, Employment Patterns, *Followup Studies, *Junior Colleges, Longitudinal Studies, Participant Satisfaction, Questionnaires, *State Surveys, Transfer Students

Identifiers—*Hawaii

A questionnaire was sent to 2,045 students who had entered Hawaii community colleges in fall 1975, continued their enrollment in spring 1976, but who did not enroll in fall 1976 for a third semester. The purpose of the questionnaire was to obtain data on reasons for non-continuance, to obtain information on the fall 1976 activities of non-continuing students and on their future educational plans, and to provide non-continuing students with an opportunity to evaluate their community college experience. A total response rate of 43% was achieved. Results of data analysis indicated: (1) major reasons for non-continuance were transfer to another college (24%), work preference (15%), and desired classes unavailable (15%); (2) 56% of the respondents were working in fall 1976 while 27% were attending another school; (3) 50% indicated plans to continue their education in spring 1977 and 13% planned to continue at a later time; and (4) the best average ratings of characteristics of the college experience were for friendship with other students and for instruction, while the lowest rating was for the variety of courses available. Tabular data are presented throughout the report. Additionally, data are analyzed according to institution, non-continuing student demographic characteristics, and type of educational program. (JDS)

ED 132 993

JC 770 030

Kerstiens, Gene

A Preliminary Assessment of the Enrollment Pattern, Motivation, and Course Effectiveness for Students Completing Learning Skills Minicourses.

Pub Date 5 Jan 77

Note—35p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Communication Skills, Community Colleges, *Junior Colleges, Program Effectiveness, *Program Evaluation, Questionnaires, *Short Courses, *Student Attitudes, Student Enrollment, Student Motivation, Student Recruitment, Surveys

Identifiers—El Camino College

An anonymous survey was administered to all students completing learning skills minicourses (n=141) during the fall 1976 semester at El Camino College (California). The survey was designed to provide information for the purposes of identifying and evaluating the recruitment strategies for and enrollment motivations of students completing the minicourses, and to assess minicourse effectiveness. Analysis of the data revealed that: (1) the class schedule and college

counselors were the most effective recruiting agents; (2) a majority of the students were attracted to minicourses chiefly because of the courses' intensive nature; (3) students enrolled primarily to become more efficient and self-confident learners and for their own satisfaction; (4) 68.1% of the students felt the minicourses to be helpful or extremely helpful; (5) those students most closely resembling non-traditional students (Group A) were interested in the fact that minicourses concentrated on a single skill while the more traditional students (Group B) found the short duration of the minicourses most appealing; and (6) Group A found the use of instructional media most helpful while Group B preferred short lecture/discussion sessions. The survey instrument and tabulated data are appended. (Author/JDS)

ED 132 994 JC 770 031

Wattenbarger, James L. Starnes, Paul M.
Financial Support Patterns for Community Colleges, 1976.

Florida Univ., Gainesville. Inst. of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Sep 76

Note—127p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, Comparative Statistics, Costs, *Educational Finance, Expenditures, Financial Support, *Junior Colleges, Mathematical Models, *Models, Operating Expenses, Program Costs, *Resource Allocations, *State Aid, State of the Art Reviews

The philosophical underpinning of the purposes of the community college, an examination of the basis for state financial support from a philosophical viewpoint, and an analysis of the ways in which the various states have implemented that philosophy in financial support programs are the central focus of this report. The four current patterns of state funding (negotiated budget funding, unit rate formula funding, minimum foundation funding, cost-based program funding) are described, followed by a review of the 1975-76 state fund allocation formulas and procedures utilized in each state. A three-part process model for community college funding is offered, including a college allocation formula model designed to redress the detrimental effects of currently utilized formulas under conditions of decreasing enrollments. The allocation formula model recognizes economies of scale, program cost differences, and the operational cost differences between implementing new programs and maintaining existing ones. In particular it approximates the downward sloping cost curve. Speculation on the future effects of presently discernable trends comprises the final section of the report. Financial support statistics and definitions of management information system terms for each state are appended. (JDS)

ED 132 995 08 JC 770 032

Sheldon, M. Stephen. And Others

Organization for Direction and Coordination of Occupational Education. Final Report.

California Community Colleges, Sacramento. Office of the Chancellor; Pierce Coll., Woodland Hills, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—98p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Qualifications, Administrator Responsibility, Administrator Role, Community Colleges, *Job Skills, *Junior Colleges, Management Education, *Program Administration, *Vocational Directors, Vocational Education

Identifiers—Delphi Technique

A study was conducted to identify the minimum management essentials necessary for the effective administration of occupational education (OE) programs in community colleges and to make recommendations to implement the findings. A four-round Delphi process with 179 experts participating was used. Forty-nine items were identified as being essential for both entry-level and first-line OE managers and administrators. These items were subsumed under seven broad content categories: (1) philosophical base; (2) practical background, current awareness; (3)

budgeting skills; (4) reporting skills; (5) assessment and evaluation skills; (6) placement, planning, policy, and curriculum development; and (7) community interaction. It was recommended that: (1) the final 49 items should form the basis for describing minimum essentials for OE administrators; (2) workshops, seminars, courses, internships, and other programs should be made available for those currently managing OE programs; and (3) those involved in the selection process for OE administrators should use the results of this study as assessment criteria. (JDS)

ED 132 996 JC 770 033

Wallace, Terry H. Smith

Innovative Grading Practices; An Annotated Bibliography.

Pub Date Aug 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Annotated Bibliographies, Credit No Credit Grading, *Educational Innovation, Grades (Scholastic), *Grading, Higher Education, Junior Colleges, Pass Fail Grading, *Post Secondary Education, Student Evaluation

The traditional A-B-C-D-F grading system utilized by most colleges and universities to indicate student achievement has been a major focus of student and faculty dissatisfaction for decades. Further, when connected (consciously or unconsciously) to a norm-referenced approach to testing and a curve-based marking practice, the system can and does work serious injustices, requiring that some students "fail" and others be scored "average" in spite of their remarkable achievements and the fact that they have learned the material. These problems have not gone unnoticed. Beginning in the 1940's, increasing numbers of institutions at all levels of higher education began to experiment with innovative grading systems. This bibliography is not the first survey of the field of literature relating to innovative grading practices. Rather, the purpose of the present bibliography has been to update foregoing efforts and tap research sources that appear to have been neglected. It focuses on grading innovations at all levels of undergraduate higher education: universities, colleges, and community/junior colleges. Some valuable insights from secondary school studies have occasionally been included. A total of fifty-one reports, documents, and dissertations are included in this annotated bibliography. (Author/JDS)

ED 132 997 JC 770 034

Gell, Robert L. And Others

The Graduates 1975. A Follow-up Study of the Students Who Graduated from Montgomery College.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Graduates, College Majors, Community Colleges, *Employment Patterns, *Followup Studies, *Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Questionnaires, Salaries, Student Attitudes, Transfer Students, Vocational Followup

A questionnaire was mailed to all 1,020 students who graduated from Montgomery College during the 1974-75 academic year to determine the employment and educational circumstances of the graduates as well as to gather information regarding the graduates' attitudes toward their college experience. Usable responses were received from 635 (62%) graduates. Among the findings were: (1) almost two-thirds of the respondents were employed full- or part-time, while 62% were enrolled in educational institutions at the time of the survey; (2) 44% of the transfer students reported that they had changed their major; (3) of the respondents who were employed full-time, over half reported earnings of more than \$8,000 per year, while 47% reported earning more than \$9,000 per year; (4) 51% of the respondents who were employed full-time perceived a direct relationship between their program of studies and their job; (5) 17% of the respondents reported they were unemployed, half because they were not looking for a job; (6) over two-thirds felt they had benefited from contact with instructors outside of class, while 99% felt they had benefited from classroom instruction;

and (7) 98% were satisfied overall with the college. Findings are compared to those of previous graduate surveys and trends are noted. The survey instrument is appended. (JDS)

ED 132 998 JC 770 035

Ciaburri, Dino F., Sr.

The Effect of a Student-Centered Teaching Method of Teaching Drama Versus a Traditional Method of Teaching Drama as a Literary Form in the Acquisition of Cognitive Information by Community College Students.

Pub Date 75

Note—84p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Community Colleges, Comparative Analysis, *Conventional Instruction, Discussion (Teaching Technique), *Drama, Individualized Instruction, *Junior Colleges, Lecture, *Student Centered Curriculum, Student Projects, *Teaching Methods

Two methods of teaching drama as a literary form in an Introduction to Literature course were compared. Eighty-seven first-year students, 28 males and 59 females, were non-randomly assigned to four classes, two of which were taught in the traditional lecture-discussion manner while the remaining two utilized a method combining lecture-discussion with individualized instruction as prescribed by performance objectives written by the students themselves. Study subjects were pre- and post-tested by means of the Drama Information Form, an instrument designed to measure the cognitive achievement of students in the area of drama. Scores on the post-test revealed no significant differences between the control group and the experimental group. However, it was noted that greater depth of knowledge and greater effort was self-imposed by experimental group students through self-designed projects. A bibliography and study-related materials are appended. (Author/JDS)

ED 132 999 JC 770 037

Kenny, Eleanor

Curricular Articulation and Transfer of Credit in Washington Public Colleges and Universities. Report No. 77-8.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Nov 76

Note—99p.; A report in response to Senate Resolution 1976-179, Washington State Legislature

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, *Articulation (Program), Associate Degrees, Bachelors Degrees, *College Credits, Degree Requirements, Educational Coordination, *Higher Education, Interinstitutional Cooperation, *Junior Colleges, State Surveys, *Transfer Policy, Transfer Students

Identifiers—*Washington

Interinstitutional transfer of courses and credits, acceptance of the community colleges' academic transfer degrees, and steps to be taken to achieve curricular articulation were the primary focuses of a study of the academic transfer policies of Washington state colleges and universities. Data for the study were obtained from local institutional personnel and through collection of transcripts of Associate transfer degree holders and of native and transfer baccalaureate degrees. Findings of the study indicated: (1) the development of interinstitutional agreements between most community colleges and senior institutions and establishment of transcript evaluation procedures have improved articulation overall; (2) those institutions which accept the AA degree in fulfillment of general education requirements and those with well-developed evaluation procedures promote the progress of transfer students to graduation without excess credit accumulation; (3) students who transfer and graduate compare favorably with native students in terms of average grade point averages; and (4) a major impediment to a synchronized public postsecondary educational system stems from lack of agreement upon lower division course content. Recommendations for further improving articulation conclude this report. Study-related materials are appended. (JDS)

ED 133 000 JC 770 038

Rouche, John E. Mink, Oscar G.

Impact of Instruction and Counseling on High Risk Youth. Final Report.

114 Document Resumes

Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 30 Sep 76

Grant—RO1MH22590

Note—266p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Anxiety, Community Colleges, Comparative Analysis, Conventional Instruction, *Counseling Effectiveness, Counseling Theories, Developmental Programs, Educational Research, *Individualized Instruction, *Junior Colleges, Junior College Students, *Locus of Control, Minority Groups, Sex Differences, Student Characteristics

Identifiers—*Nontraditional Students

A study was conducted to compare the effectiveness of nontraditional and traditional counseling and instructional methods in meeting the socio-emotional and academic needs of nontraditional ("high risk") community college students. Individualized learner-oriented mastery instruction with emphasis on audiotutorial methods and a composite of counseling methods referred to as a "counseling for internality" strategy were selected as the treatment methods. Subjects were students enrolled in developmental studies programs at ten community colleges; colleges were assigned to one of four cells in the study design. Subjects were pre-tested with a variety of instruments to obtain measures of anxiety and locus of control, and subsequent measures were taken over a three-semester period. Data analyses indicated that traditional counseling and instruction initially produced greater increases in internality and decreases in anxiety but after two semesters fostered a movement toward externality and increases in anxiety, while the nontraditional methods were more effective over the longer period of time. Additionally, the most positive changes occurred in schools where the most humanistic atmospheres prevailed. Data are analyzed by sex and ethnic group and are presented in extensive tables. A review of the literature and study-related materials are included. (JDS)

ED 133 001 JC 770 039

Maryland State Board for Community Colleges Self-Study; Compiled in Accordance with the Manual Developed for the National Council of State Directors of Community/Junior Colleges.

Maryland State Board for Community Colleges, Annapolis.

Pub Date Dec 76

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Agency Role, Community Colleges, Evaluation Methods, *Governance Boards, *Junior Colleges, *Self Evaluation, *State Boards of Education

Identifiers—Maryland, *Maryland State Board for Community Colleges

In early 1976, the Maryland State Board for Community Colleges (MSBCC) undertook a self-examination of their operations, including: goals and legal responsibilities, organization/administration, planning and research, finances, state/national external influences and relations, relations with constituent institutions (program review and approval, student affairs, rules and regulations), and management information systems. In August 1976, an outside team of experts evaluated the MSBCC's self-study and made recommendations in each study area. Numerous positive accomplishments of the Board were noted. Among the recommendations were: continued major responsibility for community college planning, intensification of leadership in developing regional/state-wide activities, expanded utilization of computers, development of a comprehensive management information system, publicizing of alternative funding means, clarification of the community college role in the context of the continuing education function, development of expanded leadership in the area of student placement, renewal of effort in regard to student personnel services, leadership efforts in terms of legal issues and community services, and continued leadership and coordination of the community college sector. (JDS)

ED 133 002 JC 770 040

Decker, Dwight F.

Teaching to Achieve Learning Mastery by Using Retesting Techniques.

Pub Date 76

Note—105p.; Ed.D. Dissertation, Nova University; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, Formative Evaluation, *Junior Colleges, Liberal Arts Majors, *Mastery Learning, Program Effectiveness, *Student Testing, Teaching Methods, *Tests, Vocational Education

Identifiers—*Retesting

Vocational-technical students (n=92) and liberal arts students (n=156) were the subjects of a study conducted to evaluate the effectiveness of four instructional strategies intended to produce mastery. Strategies employed were: traditional instruction with no make-up exams; unlimited make-up exams with end of semester deadline; unlimited make-up exams with two-week deadline; and unlimited make-up exams with two-week deadline and with motivational help from an academic advisor. Vocational students were taught physics while liberal arts students were taught physical science. Effectiveness of each strategy was evaluated according to student achievement, further separated according to the IQ's of the students (high/low). Results of analysis indicated: (1) students with unlimited testing opportunities had better performance than those without such opportunities, in every case; (2) those with two-week deadlines performed better than those with end of semester deadlines; (3) students with advisor input generally performed better than those without advisor input; and (4) IQ was not a significant determinant of student performance. Descriptions of course content are included as are tabular and graphic data reflecting comparative student performance. A bibliography and sample course examinations are appended. (JDS)

ED 133 003 JC 770 041

Smith, Richard R., Ed.

The Two Year Comprehensive College: A Report of the Proceedings of the Faculty and Staff Development Program Conducted at Salem Community College in Cooperation with Glassboro State College.

Glassboro State Coll., N.J.

Spons Agency—Salem Community Coll., Penns Grove, N.J.

Pub Date 75

Note—189p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*College Administration, *College Faculty, *College Role, Community Colleges, Conflict Resolution, *Curriculum Development, Educational Philosophy, Faculty Evaluation, Faculty Organizations, General Education, *Junior Colleges, Junior College Students, Liberal Arts, Staff Improvement, Vocational Education

This report is a compilation of the substance of the presentations and activities prepared for a graduate course in The Junior Community College offered as part of the faculty/staff development program at Salem Community College. The program focused on a broad range of topics related to the community college concept while also dealing specifically with topics related to the improvement of instructional and curriculum development skills. Ten chapters comprise the document: (1) Birth to Adolescence (of the junior/community college); (2) The Philosophy and Function of the Community College; (3) The Community College Student; (4) Comprehensive Faculty/Comprehensive College; (5) Faculty Development; (6) Faculty Evaluation—Who? Why? How?; (7) The Administration of the Community College; (8) The Management of Conflict in the Community College (the role of faculty organizations); (9) Community College Curriculum Development; and (10) The Value of Occupational and Liberal Arts Education in the Community College. Contributors include Richard R. Smith, David E. Kapel, Maurice R. Duperre, Brian Donnelly, and Charles R. Doty. (JDS)

ED 133 004 95 JC 770 042

Kinnison, Joyce Probst, George

Education for the Self-Built Self: An Exploratory Investigation of Liberal Arts Cooperative Education Programs in Higher Education.

Montreal-Anderson Coll., N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—85p.

Available from—Cooperative Education, Montreal-Anderson College, Montreal, North Carolina 28757 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cooperative Education, Higher Education, Junior Colleges, *Liberal Arts, National Surveys, *Post Secondary Education, Program Descriptions, Program Effectiveness, Program Evaluation, Success Factors

Four hundred eighty-five postsecondary institutions reported to have liberal arts cooperative education programs were surveyed to: (1) identify institutional type and size, (2) obtain data on program type, scale, and scope, (3) obtain data on administrative structure, and (4) secure opinions regarding program success. A 52% response rate was achieved. Results indicated that of the 223 two- and four-year institutions with cooperative education programs, 72 did not have liberal arts cooperative education. Of the remaining 161 institutions, 115 reported fewer than 40 student participants during academic year 1974-75, 104 judged their programs successful, and 21 felt their programs were failures. Among factors identified by the respondents as affecting program success were faculty involvement/cooperation, flexible program operation, institutional commitment, high quality job placements, and academic credit for work experience. Included in this report is a general discussion of the state of the liberal arts. Additionally, interviews with the cooperative education leaders of eight selected institutions are presented. Recommendations are made for strengthening liberal arts cooperative education and for further research in the liberal arts cooperative education area. A bibliography is included and the survey instruments are appended. (JDS)

ED 133 005 JC 770 043

Hazard, Francis E., Ed.

Proceedings and Research Paper Abstracts, 1976 Annual Conference, Madison, Wisconsin, July 15-16.

American Educational Research Association, Washington, D.C.

Pub Date 76

Note—108p.; Some pages may reproduce poorly; Prepared by AERA Special Interest Groups for Community/Junior College Research, North Central Region

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Colleges, *Conference Reports, *Educational Research, *Futures (of Society), *Institutional Research, *Junior Colleges, Research Needs

This volume contains the keynote address and abstracts and/or edited versions of twenty-one research papers presented at an annual conference. The keynote address, presented by Dr. Andrew S. Korim, is entitled "Century III: Implications for Community and Junior College Research." Papers included address a wide range of research concerns at the community/junior college level: program evaluation, inservice education, handicapped students, placement, instrument development, health occupations, information systems, attrition/retention, rural students, research planning, development of follow-up study reports, administrative relationships in continuing education divisions, state board governance, accrediting agencies as change agents, employability skills programs, corporate tuition reimbursement, student follow-up, employment barriers to the handicapped, and child development program feasibility. The conference minutes are included as is a list of member-identified research concerns. (JDS)

ED 133 006 JC 770 044

Johnston, Archie B.

Testing for Restricted Enrollment Programs (with Addendum).

Tallahassee Junior Coll., Fla. Office of Institutional Research.

Pub Date 30 Dec 76

Note—11p.; Tables appended to the document may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Standards, *Achievement Tests, Admission (School), *Admission Criteria, Community Colleges, *Competitive Selection, Court Litigation, Grade Point Average, Higher Education, *Junior Colleges, *Minority Groups

Identifiers—*Bakke v Regents, Restricted Enrollment Programs

A "two-pool" method developed to increase the opportunities of minority students for admission into restricted enrollment programs at Tallahassee Community College is presented in this report. Three matrices were created by matching a sample of student grade point averages against a sample of student scores on the School and College Aptitude Test (Verbal and Quantitative) and the Florida Twelfth Grade Test. Thus, for any given test score, the percentage of students achieving grades of "C" or better could be readily determined, and the minimum test scores associated with a specified percentage of student academic success could be identified. A selected cut-off score would then provide a minimum standard by which a student applicant could be deemed "fully qualified" for admission. Two applicant pools, one of minority applicants and one of majority applicants, would be created and the top "fully qualified" applicants in each pool admitted in proportion to their representation in the general student body. While some minority applicants selected might have lower absolute scores than majority applicants not selected, all would have a probability of success. Before this method could be implemented, the decision in *Bakke v. Regents of the University of California* was announced, which precluded its use. Alternatives are suggested. (JDS)

ED 133 007 JC 770 045

Feldman, Beverly Neuer
Procedure for New Course Development and Course Approval.

Pub Date Jan 77

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Organization, *Administrative Policy, Community Colleges, Course Evaluation, *Courses, *Curriculum Development, *Junior Colleges

Identifiers—*Course Approval, Los Angeles Valley College, Pasadena City College

Criteria for the development of new coursework and the governance procedures necessary for course approval were analyzed and compared between two California community colleges, Los Angeles Valley College (LAVC) and Pasadena City College (PCC). Data were obtained during fall 1976 by means of printed materials and through interviews with personnel from the colleges. It was found that many similarities in procedures existed between the colleges. However, while PCC had nine steps in the course approval process including the involvement of its president, LAVC had two additional layers of procedure due to its membership in a multi-college district, and its president was not involved. Greater student involvement and community participation in the curriculum development/approval process were recommended. Additionally, incentives for faculty innovation in terms of curriculum were suggested as the current system(s) make innovation difficult. A bibliography is included and study-related materials are appended. (JDS)

ED 133 008 JC 770 046

Roed, William
State Funding of Community College Community Services Noncredit Offerings: Current Patterns and Problems.

Pub Date [76]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Community Service Programs, *Educational Finance, Educational Trends, Financial Problems, *Junior Colleges, National Surveys, *Noncredit Courses, *State Aid, State Standards

Questionnaires were sent to 23 state directors of community college systems during fall 1976 to determine funding patterns for community college community services noncredit offerings. Eighteen responses were received. Results of the survey indicated that over half of the states do not support community services noncredit courses. At least three states distinguish between hobby/recreational courses (not funded) and general education/adult self-improvement courses (funded) although, in practice, this distinction seems to lead to some difficult judgments. Two interesting developments were noted: (1) transformation of noncredit courses into credit courses for the purposes of securing regular funding; and (2) emphasis on development and offering of courses around specific funding sources. Overall,

the survey information revealed a general decrease of state support for community services, confirming the peripheral status of many such programs in their specific institutions. A reversal of this trend might be accomplished through development of coordinating bodies designed to reduce duplication while increasing combined use of facilities, resource people, and publicity channels. Additionally, such a body might increase participation in programs while simultaneously becoming an effective lobbying organization. (Author/JDS)

ED 133 009 JC 770 047

Fellows, David B.

An Evaluation Plan for Part-Time Faculty in Community/Junior Colleges.

Pub Date 75

Note—164p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Autoinstructional Aids, College Faculty, Community Colleges, Evaluation Methods, *Faculty Evaluation, *Junior Colleges, Needs Assessment, Part Time Teachers, Program Costs, *Self Evaluation, Teacher Improvement

A study was conducted to develop and test an evaluation plan for part-time continuing education faculty at St. Petersburg Junior College. Components of the plan included development of a self-instructional booklet on concepts of adult education and use of the booklet by part-time faculty prior to their teaching assignment, self-evaluation by faculty after completing their teaching assignment, and personal coaching sessions with administrators to identify needs and strategies for improvement. Evaluation of the plan indicated significant growth in professional understanding on the part of the participating faculty. In addition, as a result of the coaching sessions part-time faculty professional growth needs were ranked ordered by the administrators, and 124 strategies for improvement were identified. A cost index of the coaching sessions was also compiled. The self-instructional booklet, faculty self-evaluation forms, and a list of improvement strategies are included among the appendices. (JDS)

ED 133 010 JC 770 050

Cherack, Arthur N.

Some Practical Considerations in Analyzing and Interpreting Data.

Pub Date 3 Aug 76

Note—7p.; Paper presented at the Conference on Community College Institutional Research, Princeton, New Jersey, August 3, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Data Analysis, Educational Research, *Institutional Research, *Junior Colleges, Reports, *Research Problems, Research Skills, *Research Utilization

This paper attempts to provide some insight into the reality of data analysis and interpretation. Community college institutional researchers should obtain the skills and techniques required in order to analyze and interpret data; however, there are a number of practical considerations usually not found in textbooks. These include: (1) understanding the politics of interpreting and presenting data—when asked to interpret data only in favorable ways, for example; (2) being aware of the limitations of data due to source and method of collection; (3) reviewing the techniques and procedures used in research design for evidence of flaws or bias; (4) discussing implications stemming from the data analysis; (5) providing recommendations deriving from the implications—without them, research is often unused; and (6) using simplicity and brevity in reporting information—users of research reports often have neither the time nor the expertise to get through the technical jargon of a lengthy report. (JDS)

ED 133 011 JC 770 051

Potter, Robert E.

Tuition Fees and Pauper Schools.

Pub Date 15 Mar 75

Note—11p.; Address presented to the Pacific Coast Regional Seminar, Association of Community College Trustees, Honolulu, Hawaii, March 15, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Educational Opportunities, *Junior Colleges, Open Enroll-

ment, Student Costs, Student Financial Aid, *Tuition

The community college's policy of open admissions and low tuition offers a chance for the achievement of cultural, social, educational, and/or vocational objectives by adult students and those who, for any number of reasons, are not aware of or eligible for financial support in the form of grants, loans, and scholarships. An historical review quickly reveals that the free school movement, even at the primary and secondary levels, has been a long, arduous struggle. Equally difficult is the effort to maintain low tuition in contemporary community colleges, particularly in light of rising operational costs and rising taxes. Yet interviews with students illustrate the difficulties or impossibilities of college attendance for many as a consequence of high student costs. The raising of tuition fees threatens the second chance that our community colleges have represented. (JDS)

ED 133 012 JC 770 052

Phillips, Herbert E. Tucker, Katie

Needs Assessment: Importance in Planning, Present Status [and] Needs Assessment and Long-Range Planning.

Pub Date 9 Dec 75

Note—24p.; Papers presented at the Convention of the Southern Association of Community and Junior Colleges, Atlanta, Georgia, December 9, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Curriculum Planning, Employment Trends, Futures (of Society), *Information Systems, *Junior Colleges, *Manpower Needs, *Models, *Needs Assessment

Following a review of needs assessment definitions, it is concluded that needs may be practically defined as the difference between what is and what ought to be. In order to analyze this difference, particularly in regard to job market openings in comparison to occupational curricular offerings and enrollment, a computerized model was established for a consortium of Florida community colleges utilizing currently collected information from the best of available sources. The nucleus of the model is derived from and focused on a single source—that of Job Bank data maintained by the Florida Employment Security Agency. The model described in this report is capable of answering such questions as: What are area job needs and their associated training requirements? Are there major gaps and shortages among jobs in our communities? Are our educational programs meeting the needs for special skills? What are the educational and economic trends in the community? What will be the economic balance given the present trends? Answers to such questions can aid in policy-making intended to reduce imbalances and to responsibly address determined and projected future needs. Curriculum planning can then be based on the future needs of the community. Overall, the model is intended to be useful in providing information to be applied in reducing the deleterious imbalances between what is and what ought to be. (JDS)

ED 133 013 JC 770 053

Phillips, Herbert E.

"Managed" Learning. An Institute of Higher Education Occasional Paper.

Florida Univ., Gainesville. Inst. of Higher Education.

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Educational Alternatives, *Individualized Programs, Instructional Innovation, *Junior Colleges, *Student Centered Curriculum

Identifiers—Managed Learning

A form of individualized instruction called "managed" learning is proposed. Three personnel types would be required in such a system: (1) coordinators responsible for providing some education to assigned students and "managing" the rest of the student's education; (2) general service personnel such as guidance, library, audiovisual, instructional resource, and administrative personnel; and (3) specialists to provide educational experiences to students at the request of the student's coordinator. Generally, coordinators would be responsible for laying out a student's educational program in accord with the student's objectives. Learning experiences could be ob-

tained in a multi-modal manner including radio, TV, videotape, readings, and independent study. Such experiences would not have to be restricted to the campus. The concept of managed learning would demand a separate program for each student, taking into account the objectives of the student and the knowledge and skills already possessed by the student. While a number of problems are readily apparent with this proposal, it is believed that the details could be successfully worked out by ingenious and dedicated college personnel. Failing that, this model might be appropriate for use in the area of electives. (JDS)

ED 133 014 JC 770 054
Cobb, Elizabeth M.

A Guide for the Development of an External Associate of Arts Degree Program in General Education, Florida Junior College at Jacksonville.
Pub Date 75

Note—93p.; Ed.D. Dissertation, Nova University
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Adult Education, *Associate Degrees, Community Colleges, Demography, *External Degree Programs, *General Education, *Junior Colleges, Models, Needs Assessment, Program Development, Surveys

Identifiers—Florida (Jacksonville)

A study was conducted to determine if a market of potential students for an external Associate of Arts degree in general education existed and to develop a model for such a degree program. The extent to which a potential market existed was ascertained by surveying a sample ($n=255$) of adult students enrolled in non-credit programs offered by Florida Junior College in Jacksonville community schools. Usable responses were returned by 87% of those surveyed. Results indicated a market consisting of employed, married females between 18 and 28 years of age. A program model was designed to provide degree program opportunities for the identified market population. Components of the model were: (1) admission restricted to persons 24 years of age or older with a high school diploma; (2) orientation toward development of students' general intellectual capacities; (3) acceptance of general education credits (maximum of 45 semester hours) from any approved source; (4) minimum of a "C" or higher overall average for degree receipt; (5) use of existing administrative, support, and instructional personnel; (6) use of existing available facilities; (7) a competency-based, general education curriculum; and (8) a non-punitive grading system. Operating budgets and job descriptions for requisite program personnel were developed. A bibliography and study-related materials are appended. (JDS)

ED 133 015 JC 770 055
Plosser, William D. Hammel, Joseph H.

Temporary, Contract, or Regular? A Report About Court Cases Involving the Issues of the Status and Pay of Part-Time Faculty in California Community Colleges.

California Community and Junior Coll. Association, Sacramento.
Pub Date Sep 76
Note—102p.

Available from—California Community and Junior College Association, 2017 "O" Street, Sacramento, California 95814 (\$3.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Faculty, Community Colleges, Court Cases, *Court Litigation, *Employment Practices, *Job Layoff, *Junior Colleges, Legal Problems, *Part Time Teachers, Teacher Employment, *Tenure

Identifiers—California

This document contains the results of California court decisions in litigation involving the status, or status and pay of part-time faculty in California community colleges. The information in the report was obtained by asking each California community college president and district superintendent to report whether their college or district was, or had been, involved in such litigation. A 100% response revealed sixteen cases involving part-time faculty. One case had been decided by the state Supreme Court, six by Courts of Appeal, four by Superior Courts, and five were pending in Superior Courts. The facts and circumstances of each case, and the significance of the Courts' decisions are presented, with the case reports organized by judicial level. It is not advisable to draw general conclusions from the legal decisions that are described since

each case is a unique set of facts and circumstances. It is, however, valuable to recognize which cases have established precedents. It is also clear that Education Code 13337.5 has become the central focus of the preponderant number of cases covered in this report. Attorney general opinions and current case statuses are appended. (JDS)

ED 133 016 JC 770 057
Stoehr, Keith And Others

Airframe and Powerplant Mechanics Curriculum Study. Final Report.

Gateway Technical Inst., Kenosha, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—164-151-226

Pub Date Jul 76

Note—122p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Aviation Mechanics, *Curriculum Evaluation, *Employer Attitudes, Graduate Surveys, Job Skills, Junior Colleges, *Program Evaluation, Questionnaires, *Technical Education, *Technical Institutes, Vocational Adjustment, Vocational Education

Identifiers—Wisconsin

A study was conducted to assess the relationship between the competencies taught in the Wisconsin Vocational-Technical and Adult Education system Airframe and Powerplant (A & P) Mechanics programs and the competencies actually needed on the job. Both A & P graduates and their employers were surveyed and asked to rate the relative job importance and school preparation for fifty competencies. Additionally, graduates were asked to evaluate the adequacy of the schools' instructional equipment. Results indicated: (1) there was general agreement between graduates and employers regarding competencies important to the A & P mechanic's job; (2) there was more agreement between graduates and employers regarding the areas of least adequate preparation than the areas of best preparation; (3) employers viewed the A & P mechanic's school preparation more positively than did the graduates; (4) graduates expressed a need for more practical experience and more training in A & P related areas while employers expressed a need for improved work attitudes; and (5) graduates tended to discount the value of courses not directly related to their mechanic's training. Recommendations were made for curricular revision to provide additional practical experience and to gear the program more directly to employers' needs. Study related material, tabulated data, and the survey instrument are appended. (JDS)

ED 133 017 JC 770 058
Stoehr, Keith And Others

Data Processing Diploma Program Curriculum Study. Final Report.

Gateway Technical Inst., Kenosha, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—06-085-151-225

Pub Date Jul 76

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Evaluation, Data Processing, *Data Processing Occupations, Educational Certificates, Employer Attitudes, Graduate Surveys, *Job Skills, Junior Colleges, *Program Evaluation, Questionnaires, State Surveys, *Technical Institutes, Vocational Adjustment, *Vocational Education

Identifiers—Wisconsin

A study was conducted to assess the relationship of competencies taught in the Wisconsin Vocational-Technical and Adult Education system Data Processing (DP) Diploma Programs to required on-the-job skills. DP graduates, their employers, and instructors were surveyed in order to obtain a comparative evaluation of the program, and a sample of employers and graduates were interviewed. Respondents were asked to rate a list of DP competencies in terms of importance on the job and adequacy of graduates' preparation. Results indicated: (1) keypunching and associated activities, social behavior, and verbal communications were most important on the job while computer languages were least important; (2) keypunching was ranked highest in terms of adequacy of preparation while computer

languages were ranked lowest; (3) a high degree of agreement between respondent groups existed regarding competencies of importance on the job and preparation in school; (4) employers indicated a definite need for the skills acquired by DP graduates; and (5) respondents were generally very positive about the DP program, indicating it was basically well-structured and well-taught. Recommendations were made concerning skills needing more emphasis in the program and the provision of greater lab time and hands-on experiences. Survey instruments and related materials are appended. (JDS)

ED 133 018 JC 770 059
Alfred, Richard L.

The Range and Organization of Data for Research.

Pub Date Aug 76

Note—26p.; Paper presented at the Conference on Community College Institutional Research, Princeton, New Jersey, August 3, 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Administration, Community Colleges, *Decision Making, Information Utilization, *Institutional Research, *Junior Colleges, *Models, *Planning, Policy Formation, Problem Solving, Research Problems, Research Utilization

This paper presents two models, one for organizing institutional research and research data, and the other for applying research findings to the decision-making process. The model for organizing research consists of four subsystems: goal-setting, program development, cost-effectiveness, and program review. Each subsystem has a distinctive relationship to the decision-making process and to planning, and each has component data fields which identify and categorize information into seven subject categories: students, programs, community, facilities, finance, staff, and organization. The decision-making model describes an environment for converting research findings into planning concepts. Since planning should be a graduated process that involves the making of decisions which strike an even balance between political considerations and research data, this model takes both competing staff interests and research findings into account through decision alternatives. In the absence of a decision-making apparatus, research is fragmented with no central integrating mechanism and political expediency becomes the dominant force in decisions. These models seek to address the need of translating research data into planning concepts and decision-making alternatives, the crux of the research enterprise. (JDS)

ED 133 019 JC 770 060
Stine, Vance D.

Academic Performance of L.A.C.C. Transfers Entering the University of California During the Academic Year 1974-75 [and] California State University at Los Angeles, 1975-76. Research Study 76-7 [and] 76-9.

Los Angeles City Coll., Calif.

Pub Date 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, College Majors, Community Colleges, Followup Studies, *Grade Point Average, Grades (Scholastic), *Junior Colleges, *Transfer Students, *Universities

During academic year 1974-75, 256 former Los Angeles City College (L.A.C.C.) students entering the University of California (90% at UCLA). Of these, 14% were eligible to have entered directly from high school and 86% were ineligible. Male GPA's (grade point averages) at the university were higher than female for the "eligibles" while female GPA's were higher than male for the "ineligibles" and for the combined total. Overall, grade point averages for the transfers declined by .39 in their first year at university, compared to .37 for transfers from other state community colleges. Grades earned were 52% A's and B's and 14% D's and F's. Largest enrollments by the transfers were in sociology, psychology, and history; 83% chose majors within the College of Letters and Science. During the academic year 1975-76, 713 former L.A.C.C. students entered California State University at Los Angeles, of which 597 (84%) completed some work. First quarter GPA's of the transfers fell .06 grade points below their junior college average of 2.57. B averages or better were earned by 36% of

the transfers while 20% fell below a C average; 52% of grades earned were A's or B's and 13% were D's and F's. Majors chosen by the transfers were more evenly divided: 33% in the School of Letters and Science, 24% in Business and Economics, 29% in Fine Arts, 3% in Engineering, and 11% undecided. (JDS)

ED 133 020 95 JC 770 061
Olson, Willard R.

Recommended Procedures for Selecting and Working with an Assisting Agency. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 1. McManis Associates, Inc., Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [76]
Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Guides, Community Colleges, *Consultants, *Consultation Programs, *Educational Development, Guidelines, Higher Education, Improvement Programs, *Junior Colleges, Problem Solving, Professional Services, School Improvement
Identifiers—Advanced Institutional Development Program

Methods and procedures which should be used by an Advanced Institutional Development Program grantee college in selecting an assisting agency or a consulting firm to provide assistance in the areas of academic program and administrative capacity improvement are recommended and include: (1) the college should devote considerable time and thought to defining the problem(s) for which outside assistance is sought, making estimates of the benefits of problem solution and clarifying the type of assistance required; (2) final selection of an assisting agency should be based on an agency's understanding of the problem(s), approach proposed for problem solution, benefits expected for the college, cost, and agency qualifications and experience; (3) the college should maintain close communications with the assisting agency, carefully reviewing progress, alternative solutions, findings, recommendations, and conclusions of the agency; (4) once accepted, recommendations should be immediately implemented; and (5) the college should evaluate benefits derived from services provided, particularly in terms of whether the college has developed an improved capacity for solving its own problems. A list of agencies assisting two- and four-year Advanced Institutional Development Program grantee colleges is appended. (JDS)

ED 133 021 95 JC 770 062

Regan, Timothy F., Ed.
Bilingual/Bicultural Education in the Community College. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 2.

McManis Associates, Inc., Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [76]
Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Biculturalism, *Bilingual Education, Community Colleges, *Junior Colleges, Linguistic Theory, Mexican Americans, Program Descriptions, *Program Development, Spanish Speaking

Three essays on bilingual/bicultural education are compiled in this document. "Linguistic Theory and Bilingual/Bicultural Education," by Timothy F. Regan, briefly discusses the application of linguistic theory to bilingual/bicultural education. "An Operational Model for Bilingual Education," by Gilberto de los Santos, discusses the extent to which ethnic and bilingual/bicultural education programs are available in community colleges today. Bilingual/bicultural education programs are operationally defined and implementation phases are described. Specific examples of program implementation at El Paso Community College (Texas) are given. "Bilingual/Bicultural Education: A Basic Right of Every American," by Armando E. Rodriguez and Roberto E. Zuniga, discusses the value of bilingual/bicultural education and proposes a national goal: that by 1990 all of our schools where there is a plurality of language and cultural differences will be completely immersed in bilingual/bicultural programs. Bibliographies for each essay are included. (JDS)

ED 133 022 95 JC 770 063

Listou, Robert E.

Financial Management in Higher Education: An Approach to Improvement. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 3.

McManis Associates, Inc., Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Administration, Community Colleges, *Costs, Courses, *Data Sheets, Departments, Educational Finance, *Expenditure Per Student, Intellectual Disciplines, *Junior Colleges, Operating Expenses, *Program Costs, School Accounting, Teacher Salaries, Unit Costs

Identifiers—Indirect Costs, Student Contact Hours

Defining financial management as the provision of financial data for, and the use of that data in, the planning, management, and evaluation functions of an institution, this document suggests an approach to improvement in the provision of financial data. A series of five cost sheets are presented which allow for cost calculations at differing levels of intra-institutional aggregation, each drawing upon the preceding sheets to process financial data into new information. An Instructor Cost Sheet enables calculation of cost per student contact hour. A Course Cost Sheet provides total cost, average cost per student, and average cost per student contact hour. A Discipline Cost Sheet provides total cost and average cost per student contact hour. A Division Cost Sheet calculates instructional costs, division indirect costs, and average division indirect cost per student contact hour. A Curriculum Program Cost Sheet yields average cost per student. Use of the forms does not require rearrangement of existing accounting systems; rather, they allow persons outside of financial administration to collect, aggregate, and rearrange financial data and to apply it to the problems of concern to the decision maker. (JDS)

ED 133 023 JC 770 064

Student Goals Catalog and Handbook for Utilization.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date Sep 76

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Educational Objectives, Information Utilization, Junior Colleges, *Junior College Students, Measurement Instruments, *Objectives, *Questionnaires, Research Tools, *Student Characteristics, Student Interests

Identifiers—Student Goals Inventory

A Student Goals Inventory (SGI) for use in the community college was developed by a committee of Florida community college personnel. Six general goal categories were identified: career development, personal development, social development, academic development, cultural development, and community development. From six to seventeen goals are subsumed under each category, with goals in one category not necessarily exclusive of those in another category. The purpose of the SGI is not to provide conclusive data regarding student goals, but rather to provide information so that trends might be identified. Information derived from the SGI may be utilized in a number of ways for a variety of purposes. Examples of such use are presented in the areas of counseling, program development and evaluation, and accountability. Tabulated data resulting from a pilot-testing of the SGI on 848 students in six Florida community colleges and tabulated data resulting from an administration to 302 students of a shorter version of the SGI which includes biographical questions are appended. The SGI is designed to be flexible in order that it might be adapted by institutions for their specific purposes. (JDS)

ED 133 024 JC 770 065

Ames, Steve

The Role and Function of the California Journalism Articulation Committee; Summary Report of Research Findings.

Journalism Association of Community Colleges, Calif.

Pub Date 77

Note—52p.; Summary of Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Articulation (Program), Community Colleges, Curriculum Problems, Higher Education, *Journalism, *Junior Colleges, *Professional Associations, Program Coordination

A study was conducted to identify problem areas in journalism curriculum and programming which had been considered in previous years by the California Journalism Articulation Committee, a body composed of journalism faculty from two- and four-year colleges, and to identify current problem areas, both nationally and in California, for future consideration and action. Four areas of concern were identified as a result of a literature review, a study of the Articulation Conference of California, and a three-round Delphi study completed by 20 participants. These were: (1) curriculum coordination and change; (2) credit-unit transfer problems; (3) communication between institutions; and (4) acceptance of the certification process, and adaptation of the California Journalism Articulation Committee certification plan to both two- and four-year colleges. Problem areas identified through the various sources are presented in checklist style. Appended are data and comments resulting from the Delphi portion of the study. (JDS)

ED 133 025 JC 770 066

Shimada, Jonathan K.

Analysis of Associate Degree Program for Traffic Safety Technicians. Final Report.

Pennsylvania State Univ., University Park. Pennsylvania Transportation Inst.

Spons Agency—Federal Highway Administration (DOT), Washington, D.C. National Highway Inst.

Report No.—PTI-7604

Pub Date Mar 76

Contract—DOT-FH-11-8805

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Civil Engineering, Community Colleges, Employer Attitudes, Followup Studies, Graduate Surveys, *Highway Engineering Aides, *Junior Colleges, *Program Evaluation, *Technical Education, *Traffic Safety, Vocational Adjustment

Identifiers—Traffic Engineering Technicians

A study was conducted to evaluate the impact of the Associate Degree Program for Traffic Engineering Technicians (TET's) offered at three community colleges on students' subsequent job performance as technicians. Data were collected by means of personal interviews and telephone interviews with 81 students, their primary instructors, and their immediate job supervisors. Results indicated: (1) 29 students were employed as TET's while 20 students were employed in a highway-related field; (2) 7 students who had received the associate degree were working directly in highway-safety areas; (3) supervisors indicated a generally restricted job market for TET's; (4) students experienced no significant salary increases as a direct result of the program; (5) the majority of the students felt the program improved their job ability; (6) the majority of the students were satisfied overall with the program; (7) students trained in the program required less on-the-job training than those not in the program; (8) supervisors identified communications skills as a high-priority supportive course; (9) the majority of the participants felt that a bachelor's degree was necessary to advance or to get a better job. (JDS)

ED 133 026 JC 770 067

Belzer, Thomas J.

A Comparative Study of a Traditional Lecture Method and a Group-Paced, Multimedia, Non-Lecture Method used in Teaching College Biology.

Pub Date [76]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Biology Instruction, College Science, Community Colleges, Comparative Analysis, Conventional Instruction, *Junior Colleges, *Lecture, *Multimedia Instruction, Persistence, Student Testing, Teaching Methods, *Testing, Tests

A study was conducted to test and compare the effects of a group-paced, multimedia, non-lecture method and a traditional lecture method of instruction in General Biology, and to determine if the type of evaluation used influenced a student's

chances of successfully completing the course. Subjects were 308 students enrolling in General Biology during academic year 1975-76. Experimental classes ($n=152$) received instruction via audio-visual materials while the control classes ($n=156$) were taught by lecture. Students in both experimental and control classes were evaluated using the same test items; however, these questions were organized into three separate examinations during one semester and into ten quizzes during a second semester. Analysis of student achievement and attrition revealed: (1) the traditional method produced greater academic success than did the multimedia approach; (2) short quizzes for evaluation improved the student's chances of completing the course and earning the most points regardless of method of instruction; (3) short quizzes were preferred by students over block tests; and (4) overall, the lecture/quizz combination of instruction and evaluation produced the highest degree of academic success and the lowest rate of attrition. Tabular data are presented throughout the report. (JDS)

ED 133 027 95 JC 770 068

Howard, James H.

Adult Basic Education Career Development Center in the Newark Model Cities Area, for the Period Ending December 31, 1974. Final Report.

Essex County Coll., Newark, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 5 Apr 76

Grant—OEG-2-73-AB02(324)

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Educators, Career Ladders, Community Colleges, *Demonstration Projects, *Differentiated Staffs, Inservice Teacher Education, *Junior Colleges, Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, Urban Education

Activities of the Adult Basic Education (ABE) Career Development Center, a demonstration project conducted by Essex County College in conjunction with the Newark Construction Trades Training Corporation, are reported. The project supplied career-related adult basic education to minority construction trainees and to trainees in other career areas. Additional objectives of the project were to develop a training program and career ladder for adult basic education teachers to serve the inner-city adult population, and to develop an instructional strategy which would enable trained paraprofessionals to teach basic skills. The project was staffed through small working teams composed of ABE Aides recruited from among community college students, ABE Associate Professionals with 150 hours of supervised experience as tutors or aides, and ABE Professionals and Specialists with varying combinations of experience and graduate training. During the course of the project, approximately 450 students attended and 265 completed from one to four ABE courses; the remainder either received instruction to develop a specific skill or left the program. Students were pre- and post-tested in reading and mathematics using the California Tests of Adult Basic Education, Level D. Results indicated that students progressed at a rate eight times faster than students in U. S. public school systems. Checklists of demonstrated skills, a proposed Associate Degree curriculum in Adult Basic Education, and an independent evaluation of the project are appended. (JDS)

ED 133 028 JC 770 069

Purdy, Leslie Icenogle, Darrell

Classic Theatre: The Humanities in Drama; A Television Course for Credit. Final Research Report.

California Univ., San Diego. Univ. Extension.; Coast Community Coll. District, Costa Mesa, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date Dec 76

Grant—EH-24758-76-150

Note—156p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Administrator Attitudes, *Course Evaluation, *Drama, *Educational Television, Higher Education, *Humanities Instruction, Junior Colleges, *National Surveys, *Post Second-

dary Education, Student Attitudes, Teacher Attitudes, Telecourses

Identifiers—*Classic Theatre

A study was conducted to evaluate the effectiveness of the "Classic Theatre" course, a series of televised plays and play previews, offered for credit by 275 two- and four-year colleges throughout the country. Criteria used in evaluation were the participant institutions' attitude toward and utilization of course materials and prescribed format, response to the course by students, and indications from both schools and students of further interest in televised presentations of humanities materials. Participating institutions, students, and faculty were surveyed to provide necessary data. Additionally, seven schools were chosen for in-depth study and analysis. Results of the study indicated: (1) faculty/administrators gave a positive evaluation of the course, felt the course textbooks were helpful and well-integrated, although occasionally too demanding of introductory-level students; (2) television was considered to be an effective mode for presentation of humanities materials to the public; (3) very little uniformity in course standards and requirements existed between institutions; (4) although students had generally not previously taken a televised course or a drama/literature course, the majority were approving; and (5) faculty members, students, and administrators gave strong support for future television courses in humanities and other curricula. Study-related materials are appended. (JDS)

ED 133 029 JC 770 070

McNett, William M.

The Description and Evaluation of a Sequential Composition Program at a Comprehensive Community College.

Pub Date Nov 75

Note—249p.; Ed.D. Dissertation, Western Colorado University

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Community Colleges, *Composition (Literary), Educational Philosophy, *English Curriculum, English Programs, Evaluation Criteria, Evaluation Methods, *Junior Colleges, Program Attitudes, *Program Evaluation, *Sequential Programs, Student Attitudes, Teacher Attitudes

A study was conducted to describe and evaluate the sequential English composition program at Illinois Central College, and to develop an evaluation model designed for adaptation to local needs of other community colleges. Each of six sequential courses, ranging from highly remedial in nature to creative writing, was described in detail, including official description and objectives designated for students, and in terms of college and division philosophies. Among the techniques used to evaluate the program were criterion-referenced evaluation, analysis of logical consistency within the program and with the philosophies of the college and division, various measures of student satisfaction, and a survey of instructor attitudes. Evaluation results revealed that from 85% to 99% of the students involved were supportive of the program, although they wished it were more practical, and, overall, instructors were quite positive about the program. It was concluded that the sequential composition program was an extremely sophisticated, carefully constructed, creatively designed sequence of compositional activities sensitive to the needs of students and the philosophies of the college and division. An extensive bibliography and study-related materials are appended. (JDS)

ED 133 030 JC 770 071

McCain, J. Charles

Resource Development Programs in Two-Year Colleges: A National Survey. A Report to the National Council for Resource Development.

National Council for Resource Development, Washington, D.C.

Pub Date Jan 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alumni, Community Colleges, *Educational Finance, Federal Aid, *Financial Support, Foundation Programs, *Junior Colleges, *National Surveys, Private Colleges, *Private Financial Support, Trend Analysis

A national survey of more than 1,100 two-year colleges was conducted to determine current trends in obtaining outside financial support. Areas focused on were financial resource

development methods, staff organization and administrative support for development, and resource development efforts. A response rate of 73% was achieved. Results indicated: (1) 64.1% of the two-year colleges were engaged in some form of resource development; (2) approximately half of the colleges did not devote a full-time position to the development effort; (3) private schools utilized more personnel in development than did public schools; (4) nearly one-third of the colleges with development programs received endowments; (5) multi-campus colleges emphasized development more than single-campus colleges; (6) alumni programs were in the greatest need of development/improvement; and (7) federal grants contributed to public two-year college development more than any other source, while in the private sector, federal grants were surpassed by gifts from individuals, alumni, trustees, and churches. (JDS)

ED 133 031 JC 770 072

Losak, John Corson, Hal

Community College Graduates Continue to Do Well.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date Nov 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, Community Colleges, *Followup Studies, Higher Education, Institutional Research, *Junior Colleges, Persistence, *State Universities, *Transfer Students

Identifiers—Florida State University System, Miami Dade Community College

A follow-up study of a 10% ($n=461$) random sample of all persons who graduated from Miami-Dade Community College between July 1970 and June 1971 inclusive ($n=4,620$) was conducted in early 1976 in order to determine how many of the graduates entered the Florida State University System (SUS) and, of those who entered, how many graduated. Follow-up data on the study subjects were obtained from each of the nine SUS registrars. The data revealed: (1) a total of 298 students (171 men and 127 women) entered the SUS; (2) 205 students had graduated from the SUS while 32 were still enrolled; (3) 7 students had received advanced degrees; (4) 70 students were placed on academic probation at some time during their SUS experience; (5) 67 students transferred one or more times within the SUS; and (6) in summary, of the total sample, 66% entered the SUS while 45% earned a bachelor's degree. It should be noted that former Miami-Dade students who enrolled in private institutions within Florida or public and private institutions outside of Florida were not included in this follow-up. Flow charts illustrating student progress by institution and type of Associate Degree are appended. (JDS)

ED 133 032 95 JC 770 073

Spring 1976 Non-Continuing Students Registered at Other Community Colleges; Fall 1975 Entering Students. Student Flow Project, Report No. 20.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Cohort Analysis, Community Colleges, Demography, Dropouts, Followup Studies, *Junior Colleges, *Student Characteristics, *Transfer Students

Identifiers—Hawaii

As part of a continuing study of student flow in Hawaii community colleges, characteristics of fall 1975 entering students who did not continue at the same community college in spring 1976 but who registered at another public community college were examined. Characteristics studied were sex, entry status, full/part-time status, program, grade point average, credit completion ratio, and cumulative credits earned. Of 2,499 non-continuing students in spring 1976, 140 (6%) registered at another community college. Of these 140, 56% were males, 71% were new students, 56% were full-time students, 59% were liberal arts majors, 37% had grade point averages below 2.0, 40% had credit-completion ratios below .50, and 74% were students with less than 12 cumulative

credits. Only 46% retained the same major field of study. Significant differences were found between the total population of non-continuing students and those who registered at another college on five of the seven characteristics studied: full/part-time status, program, grade point average, credit-completion ratio, and cumulative credits. Findings are presented for each campus and tabulated data are appended. (JDS)

ED 133 033 JC 770 074
Selected Characteristics of Full-Time Professional Staff: Community Colleges, Fall 1976.
 Hawaii Univ., Honolulu. Community Coll. System.
 Report No.—CC-IRP-97
 Pub Date Jan 77
 Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Administrative Personnel, Age, *College Faculty, Community Colleges, Degrees (Titles), Females, General Education, *Junior Colleges, Males, Personnel Data, Salary Differentials, *Teacher Characteristics, *Teacher Salaries, *Tenure, Vocational Education

This report provides a brief summary and description of the full-time professional staff employed by the seven Hawaii community colleges. There was a total of 1,045 full and part-time staff in fall 1976, an increase of 9% over the previous fall. The number of staff at each campus ranged from 68 at Windward to 265 at Leeward Community College. Of the full-time staff, two-thirds were males, mean age was 41.2 years, 60% had masters' degrees, and 9% had doctorates. Staffing distribution among the full-time staff included 75% assigned to instruction, 8% to academic support, 11% to student services, 4% to institutional support, and 4% to public services. Of 489 full-time instructors, 65% were males, 51% were general education instructors, 63% were tenured, and 27% were on tenure track. Average salary among full-time instructors was \$18,431. Male instructors' salaries were 5% higher than those of female instructors, and salaries of vocational education instructors were higher than those of general education instructors. Tabular and graphic data are included and staff characteristics for each campus are appended. (JDS)

ED 133 034 JC 770 075
 Raines, Roy H.
A Comparison of Grade Achievement of Students Using a Programmed Mathematics Text Versus Students Using a Traditional Mathematics Text.

Pub Date 19 Jul 74
 Note—29p.; Ed.D. Practicum, Nova University
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Academic Achievement, *College Mathematics, Community Colleges, Comparative Analysis, Dropout Rate, *Junior Colleges, Lecture, *Programmed Texts, Statistical Analysis, *Teaching Methods

The effectiveness of a basic college mathematics course consisting of lecture-discussion classroom procedures and homework assignments from a traditional text was compared to the effectiveness of a course designed to combat low grade achievement and a high dropout rate by allowing for individual differences. The revised course consisted of individual study using a programmed text, short discussion periods, and one-to-one student/teacher interaction. A total of 1,824 students had received traditional math instruction between 1968 and 1971 at Manatee Junior College (Florida) while 1,297 students had received the modified form of math instruction between 1972 and 1974. Random samples of 60 students from each of these groups were drawn and the average achievement of each group in basic mathematics compared. Results of the comparison indicated no significant differences in the performance levels or dropout rate of the two groups studied. Although the programmed text did not prove a cure for the problems of basic mathematics, it was found to be an equally effective learning device as lecture, and one which offered the instructor more flexibility in designing learning activities. (JDS)

ED 133 035 JC 770 076
 Raines, Roy H.
An Examination of the Teaching Strategies Practiced by the Full-Time Teaching Faculty at Manatee Junior College.
 Pub Date 19 Sep 75
 Note—48p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Aids, *College Faculty, Community Colleges, Demonstrations (Educational), Discussion (Teaching Technique), Individual Instruction, *Junior Colleges, Lecture, *School Surveys, *Teaching Methods, Teaching Techniques

A random sample (n=25) of full-time faculty at Manatee Junior College (Florida) were surveyed by open-ended questionnaire to determine what instructional techniques were being used and to ascertain if the faculty had acquired minimal training in teaching methods and learning theories. A total of 16 different teaching strategies were identified. Of these, only three teaching strategies—discussion, individual instruction, and lecture—were used by more than 40% of the faculty, with the lecture method being the most popular technique. Audio-visual aids and demonstration were utilized by 35% and 30% of the faculty respectively, homework/problem solving and lab activities by 22% and 26%, and small group work by 17%. The remaining eight strategies were used by less than 15% of the faculty. Coursework in teaching methods and psychological theories was reported by 83%. A proposal for a staff development program to improve teaching methods is appended, along with tabulated data and a bibliography. (JDS)

ED 133 036 95 JC 770 077
 Rehberg, Richard A.

The Two-Year College Entrant: Comparisons with the High School Graduate and with the Four-Year College Entrant. Final Report. C.S.A. Working Paper 6-1.

State Univ. of New York, Binghamton. Center for Social Analysis.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Grant—NE-G-00-3-0217

Note—125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Academic Aspiration, Behavior Patterns, *College Students, Community Colleges, Comparative Analysis, Demography, Higher Education, *High School Graduates, Junior Colleges, *Junior College Students, *Longitudinal Studies, Motivation, Self Esteem, Socioeconomic Status, Student Behavior, *Student Characteristics

A five-year, four-wave, longitudinal study of 2,788 youth from seven public and parochial, urban and suburban school systems in the southern tier of New York provided data, through survey questionnaires, for a comparative analysis of students entering two-year and four-year colleges, and students who terminated their formal education with a high school diploma. With a remarkable degree of consistency, two-year college entrants ranked more or less in the middle of a continuum bounded, on the upper end, by four-year college entrants, and, on the lower end, by those who only graduated from high school. Compared to the students entering the four-year college, two-year college entrants were of lower socioeconomic origin, lesser scholastic ability, and reported less peer/parental/high school influence to continue their education; were less likely during high school to have been in the college-preparatory curriculum, to have participated in extra-curricular activities, to have had high academic motivation, positive attitudes toward education, or a superior record of academic performance; were less positive about themselves as human beings; and were somewhat more critical about selected aspects of the social, economic, and political system while, at the same time, were less involved or sympathetic toward those seeking systemic changes. (JDS)

ED 133 037 JC 770 078
 Golemon, R. B.

Deans of Instruction and Faculty Development in Four Small Rural Junior Colleges in Texas.

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Role, *College Deans, College Faculty, Community Colleges, Evaluation Methods, *Faculty Evaluation, Inservice Programs, *Junior Colleges, Rural Schools, School Surveys, Small Schools, *Staff Improvement, Teacher Attitudes, Urban Schools
 Identifiers—Deans of Instruction, Texas

Four deans of instruction in small, rural junior colleges and four deans of instruction in large, urban junior colleges were interviewed, and faculty members from the small junior colleges were surveyed, in order to ascertain their opinions regarding faculty development procedures. It was found that: (1) deans felt in-service workshops to be essential while faculty were generally unconvinced as to the usefulness of such workshops; (2) consultants were felt to be useful by both deans and faculty; (3) varying methods of faculty evaluation were used, and in the small colleges the deans played a personal role in the evaluation process while in the large colleges where evaluation procedures were more systematic the deans' role was less important; (4) deans in small colleges tended to favor faculty exchange programs while deans in large colleges had reservations as to the utility of such a practice; (5) tangible recognition for teaching excellence or outstanding service was almost unanimously approved by both faculty and deans; (6) faculty and deans approved of community involvement/service as a means of faculty development; and (7) overall, while there was no great difference in the opinions of faculty members and deans' perceptions as to the deans' role in the faculty development process, there seemed to be a nominal breakdown in communications resulting in some unnecessary misunderstandings. An extensive bibliography and the survey instruments are appended. (JDS)

ED 133 038 JC 770 080
Program Development.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date [76]

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Agency Role, Codification, *College Curriculum, College Planning, College Programs, Community Colleges, Core Curriculum, Credit Courses, *Guidelines, *Junior Colleges, *Program Development, State Boards of Education, State Legislation, *State Standards, Statewide Planning, Telecourses
 Identifiers—*Texas

This document consists of 12 chapters pertaining to the role, scope, and functions of the Coordinating Board of the Texas College and University System in regulating Texas public junior colleges, and presents the Board rules and regulations regarding junior college program development and operations. Chapters include: (1) statutory authority of the Board; (2) general provisions; (3) core curricula for public junior colleges; (4) rules governing approval of less-than-baccalaureate programs in senior institutions; (5) rules for approval of off-campus credit courses; (6) criteria to be met in the creation of public junior colleges; (7) procedures to be followed in the creation of public junior colleges; (8) procedures for the dissolution of dormant junior college districts; (9) basic standards for public junior colleges; (10) operational provisions for public junior colleges; (11) rules for approval of academic courses for state appropriations to public community colleges; (12) rules for open-circuit television courses offered for credit by public institutions of higher education. (JDS)

PS

ED 133 039 PS 008 659
 Kohlberg, Lawrence

Psychoanalytic and Cognitive-Developmental Approaches to Moral Education.

Pub Date 20 Apr 76

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 20, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, *Children, *Cognitive Development, Cognitive Processes, *Developmental Stages, *Early Childhood Education, Educational Theories, Elementary Secondary Education, *Moral Development, Pretend Play, Progressive Education, Reading, Social Development, *Thought Processes
 Identifiers—Bettelheim (Bruno), Freudian Theory, *Piaget (Jean)

This paper explores similarities and differences between Kohlberg's Piagetian or cognitive-developmental view of education and Bruno Bettelheim's psychoanalytic view which stresses the motivational qualities of children's thought. Based on observations of his son, Kohlberg suggests that children's playful attitudes, like their serious ones, reflect their way of thinking, their conception of reality. Examples of children's fantasies are given that can be taken as motivationally or cognitively determined. Cited is the DeVries study which showed that a child's behavior and emotional reaction to the simulated change of a cat to a dog were largely determined by the child's level of thought about constancy, rather than by deeper emotions or fantasies. Children's primitive thinking is seen as a reflection of their cognitive and adaptive reality-orientation. Kohlberg believes that intrinsically valuable educational goals are goals of universals of human development, higher levels of cognitive, moral, aesthetic, and philosophico-religious thoughts, experiences, and actions. He concludes by illustrating his belief that there are parallel stages of cognitive and social development. Social development represents more than cognitive development and has a more complicated logic, but it includes the logic of concepts of the physical world. The most compelling social stages which have their own logic are moral stages, and morality is based on empathy and justice. (JH)

ED 133 040 PS 008 819

Venezky, Richard L. Shiloah, Yael
Visual Scanning Habits of Israeli Kindergartners.
Wisconsin Univ., Madison. Research and
Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-363

Pub Date Dec 75

Contract—NE-C-00-3-0065

Note—20p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Early Childhood Education, Kindergarten Children, Perceptual Development, Preschool Children, Research, *Response Mode, *Visual Perception, *Visual Stimuli
Identifiers—*Israel, *Visual Scanning

This document reports on a series of visual scanning studies done with Israeli preschoolers and kindergartners to resolve issues related to diagnostic test and instructional materials design. The first study assessed the effect of item content on error rate. Three multiple-choice tests, differing only in item content, were given to 38 kindergartners. The second study assessed scanning preferences of 80 preschoolers and kindergartners by a picture naming task. A significant increase in both uniformity and in right-to-left scanning was found between nursery and preschool subjects, but not between preschoolers and kindergartners. Preschoolers showed low uniformity and no clear directional preference. The third study explored directional preferences for visual scanning through a multiple choice format with two correct alternatives. Each of 80 subjects received two versions of each test: one with target to the left of a horizontal row of alternatives and one with target to the right. The alternative closest to the target was preferred consistently, showing target position to be the major determinant of scanning direction in such formats. The fourth study explored the effect of target position on order reversal errors using (two formats of) the letter matching test: target to the left of horizontally arranged alternatives and target to the right. No significant difference was found in reversal errors for the two positions. (Author/SB)

ED 133 041 PS 008 897

Fiene, Richard John And Others

Ecological Monitoring Information System (EMIS).

Appalachian Regional Commission, Washington, D.C.; Pennsylvania State Governor's Office, Harrisburg.

Pub Date 75

Note—303p.; Not available in hard copy due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Care, *Child Development, Cognitive Development, Comprehensive Pro-

grams, Cost Effectiveness, Data Processing, *Day Care Programs, Ecological Factors, Educational Accountability, Educational Administration, *Educational Policy, Evaluation Methods, Flow Charts, *Government Role, Graphs, Interaction Process Analysis, *Management Information Systems, Measurement Techniques, *Program Evaluation, Records (Forms), State Agencies, Student Teacher Relationship

Identifiers—*Ecological Monitoring Information System, Pennsylvania

A system for evaluating and monitoring child development projects, with possible computerization capabilities, was developed for the State of Pennsylvania in connection with 26 child development projects funded by the Appalachian Regional Commission. The Ecological Monitoring Information System (EMIS), provides a series of ecological measurement tools and a baseline of data to conduct naturalistic child development studies in a highly controlled condition. Based on five years of research on the ecology of child development, it is concerned with group theory and with interactions of children in day care. Data compiled and standardized covered: (1) evaluation aspects, (2) medical components, (3) staff, parent and community background, (4) outreach, (5) public relations, (6) program administration and (7) social service components. Issues addressed include: the development of an effective measurement tool for Piaget's theory of cognitive development; adult-child interactions; cost analysis; peer group development; information and referral programs. The EMIS might be used on a regional, state or national level to collect data in making decisions about child care. The system has the capability of adoption to group day care, family day care, information and referral programs and others. Included in the document are flow sheets, sample letters, tables, graphs, and data sheets. (BF)

ED 133 042 PS 008 899

Tomlinson-Keasey, C. Crawford, Donald G.

Organization Facilitates Memory—If You Have the Appropriate Classification Skills.

Pub Date 3 Sep 76

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Cognitive Development, Developmental Stages, *Early Childhood Education, Grade 1, Kindergarten, *Memory, *Recall (Psychological)

Two studies (1) investigated memory strategies in subjects with different levels of classification skills, and (2) examined the role of early classification skills in memory. Subjects in Study 1 were 60 (kindergarten and first-grade) children. Classification skills were assessed by a pretest. Subjects were assigned to one of two conditions, free recall or cued recall, then were individually shown 20 slides representing familiar categories and items and were asked to recall as many as possible. When subjects in the free recall finished, a second presentation began. When subjects in the cued recall finished, category cues were provided in the form of four questions. This procedure was repeated three times with each child. A repeated measures analysis of variance found three main effects significant (classifier type, recall condition, trials). Two groups of children were distinguished from the results: (1) those who could both generate and profit from a strategy; and (2) those who could profit from a strategy but were unable to generate it. In the second study, 93 preschool children were pretested on classification skills with a sort-resort task, and then given a shortened memory task. Results indicate that the main effect of classification skill was not significant, but that the main effect of the recall situation was significant. Both studies suggest that operations of class inclusion and hierarchical classification are at least correlated with the transition to efficient use of organization skills in memory. (Author/SB)

ED 133 043 PS 008 905

Kogan, Leonard S. And Others

The State of the Child: National Perspectives. DIPOV Indices and Related Indicators of Child Health and Welfare for Each State and County of the United States, 1970 - 1972. Final Report. City Univ. of New York, N. Y. Center for Social Research.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Apr 76

Grant—OCD-CB-18

Note—467p.; For related document, see PS 008 907; Not available in hard copy due to print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Children, *Child Welfare, *Demography, Geographic Regions, Illegitimate Births, *National Surveys, One Parent Family, Poverty Research, *Public Health, Race, *Social Planning, Social Welfare, *Socioeconomic Background, Socioeconomic Status, State Surveys, Tables (Data), Venereal Diseases

Identifiers—*DIPOV Index

This document presents statistical data on United States children and discusses the DIPOV Index, a set of indicators developed by the Center for Social Research, City University of New York, that might be used to describe "the state of the child" in the nation. DIPOV is an acronym for five intercorrelated factors related to an underlying dimension termed "disorganized poverty": (1) Dependency (proportion of children under 18 in families receiving Aid to Families with Dependent Children (AFDC)); (2) Incomplete families; (3) Premature births; (4) Out-of-wedlock births; (5) Venereal disease, juvenile. The DIPOV Index was developed in order to provide a detailed picture of the social state of the nation and its political-geographical subdivisions as an aid to determining what social tasks need doing and where they need to be done. The bulk of this report contains data from all counties of all states where information is available on the following: population, percent white population, percent of population less than 18 yrs old, median income, percent of families below the poverty line, infant mortality rate, physician rate, homicide rate, and the five factors represented in the DIPOV Index. (MS)

ED 133 044 PS 008 907

Kogan, Leonard S. And Others

Children and Their Families in Two Counties of New York State: An Exploration of the Ecological Utility of the DIPOV Index.

City Univ. of New York, N. Y. Center for Social Research.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Apr 76

Grant—OCD-CB-18

Note—243p.; For related document, see PS 008 905

EDRS Price MF-\$0.83 HC-\$1.71 Plus Postage.

Descriptors—Census Figures, *Child Welfare, Demography, Economic Disadvantage, Environmental Research, *Family Environment, Illegitimate Births, *Measurement Instruments, Multiple Regression Analysis, One Parent Family, Premature Births, Public Health, *Social Environment, Social Planning, *Socioeconomic Influences, *Surveys, Venereal Diseases, Welfare Recipients

Identifiers—*DIPOV Index, New York

The DIPOV Index as an indicator of "the state of the child" in various ecological settings is examined in a study based on extensive interviews with mothers or mother-surrogates of children aged 1 to 10. Several hundred households were sampled in two upstate New York counties with strongly contrasting DIPOV Indices. Developed as an instrument for measuring the quality of child life, the DIPOV Index consists of five variables related to an underlying dimension termed "disorganized poverty." These five are concerned with incidence of: (1) dependent children among families receiving Aid to Families with Dependent Children, (2) children living in incomplete families, (3) premature births, (4) out-of-wedlock births, and (5) venereal disease among persons under twenty. In the major analysis of the study, a hierarchical multiple regression model was used to determine relationships between several DIPOV Indices and a large number of child and parent variables. Evaluation took the form of a distal-to-proximal ecological progression: from counties to Primary Sampling Units (sub-county areas), to neighborhoods and families. It was found that the DIPOV Index is related to many child and parental problems at the sub-county and family levels, but is not as broadly successful as a county-level indicator. (BF)

ED 133 045

PS 008 920

Lehane, Stephen Goldman, Richard
Oral History: Research and Teaching Tool for Educators.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, Childhood Attitudes, Child Rearing, Children, Education Courses, Elementary School Teachers, *Higher Education, *Interviews, Observation, *Oral History, *Teacher Education, Teacher Education Curriculum, *Teaching Methods, Violence

Presents a rationale for the use of oral history, a method for collecting oral history, and descriptions of how oral histories have been used in teacher education courses. Using oral history is seen as a way of redressing traditional history's neglect of women, the poor and other second class citizens, as well as helping students realize that "doing history" is as risky as any other enterprise that attempts to arrive at the truth. Six oral history projects are discussed: (1) the Kent State shootings—interviews with children who were on campus at the time and adults who were actually involved; (2) American education, 1925-1976—American education as charted through the eyes of a first-grade teacher who remained at the same school for 50 years; (3) the Israeli War, 1973—a study of the perceptions of Israeli school children present during the war; (4) the Akron Head Start program, 1965-1976—interviews with original teachers, parents, and pupils; (5) three generations of child rearing—interviews with grandmothers, mothers and grandchildren; (6) life in a concentration camp—interviews with elementary school children of concentration camp survivors. (MS)

ED 133 046

PS 008 943

Wells, Gordon

What Makes for Successful Language Development?

Spons Agency—Social Science Research Council, London (England).

Pub Date Jun 76

Grant—HR-2024/1

Note—28p.; Paper presented at the Psychology of Language Conference (Stirling, Scotland, June 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Observation Techniques, *Early Childhood Education, *Evaluation Methods, *Language Development, *Language Research, Preschool Children, *Teachers, Verbal Communication, Verbal Development

A study was conducted to determine criteria to measure successful language development and to determine what factors might be considered to be the determiners of this development. Subjects were 16 children, aged 3 years 3 months, selected on an intuitive basis from the 64 children in the older age group to represent the full range of development, from most advanced to most retarded. The data for comparison were of two kinds: samples of the children's spontaneous conversation recorded in their own homes on a time sampling basis over a complete day and subsequently transcribed and linguistically coded and scores on a test of comprehension. Measures considered were mean length of utterance, syntactic complexity, auxiliary verb system, semantic complexity, and pragmatic range. Teachers' assessment of children's language development was also considered. It was concluded that the factor here called "command of the language system" could be readily discerned in the speech data and that the range of pragmatic functions in the speech addressed to the child was the best predictor of the child's language development. Study findings also suggested that there may not be a close relationship between command of the language and effective communication. (Author/MS)

ED 133 047

PS 008 946

Luo, Chalsu

The Effects of Spatial Density on Behavior Styles of Children.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Sep 76

Grant—NIMH-25522-01

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aggression, *Behavior, Behavioral Science Research, *Early Childhood Education, *Physical Environment, *Play, *Preschool Children, Sex Differences, Social Behavior, Toys

Identifiers—*Crowding

The effects of spatial density on five styles of children's behavior (aggression, passivity, self-involved play, avoidance, and instability of activity) were studied. Subjects were 72 five-year-olds, half male, half female. Twelve groups of six children participated in 54-minute sessions of free play in an adult-free situation. A multivariate analysis of variance was performed on all five behavior style variables with five factors: density, personal space, sex, order, and group. A univariate analysis of variance for each behavior style was also performed. The multivariate analysis indicated significant effects for density, sex, order and group. The univariate analysis indicated that there are significant effects of density on children's behavior. Children demonstrate different behavior styles in coping with spatial conditions. Where space is limited, they become more aggressive and interact less positively; they become vigilant onlookers who stand, rather than run, walk or sit; they use various methods of escape and avoidance; and their social play or toy-play activities are more unstable. There appear to be significant sex differences in response to crowding in which boys tend to show greater effects than girls. (Author/MS)

ED 133 048

PS 008 964

Hess, Robert D.

Effectiveness of Home-Based Early Education Programs.

Pub Date 3 Sep 76

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Cognitive Development, Educational Innovation, Family Environment, *Home Programs, *Intelligence Quotient, *Intervention, Parent Child Relationship, *Parent Education, Parent Participation, Parent School Relationship, Performance Factors, *Preschool Education, Preschool Evaluation, *Program Evaluation

This paper summarizes evaluations of 28 preschool intervention programs designed to train parents to prepare their young children for school achievement. Evaluations selected for review were internal assessments by program staffs. The summary is organized around three questions: (1) Do parent training programs affect children's cognitive development and school achievement? (2) Are some programs more effective than others and why? (3) Do programs affect the parents? Parent training included: (1) direct, didactic teaching during home visits, (2) demonstration, with mothers observing teacher-child interaction, and (3) observation in preschool classrooms. Programs reviewed consistently produced significant gains in children's IQ scores, positively affected school performance and influenced parents' behavior and attitudes. Some programs produced greater changes than others, depending upon the emphasis on parent-teacher relationship and the degree of structured activities parents used. Of eight programs carrying out follow-up testing, seven reported positive or significant differences favoring program children over controls. Gains of children in experimental programs were maintained into the elementary school years. Although the most complete data in these evaluations came from IQ tests, there is evidence that parent-training programs affect school achievement as well. (Author/BF)

ED 133 049

PS 008 968

Beattie, Clive

A Model for Evaluating Innovative Early Childhood Programs.

Pub Date 71

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, *Early Childhood Education, *Educational Innovation, *Evaluation Methods, *Models, Parent Child Relationship, *Preschool Education, *Program Evaluation, Student Evaluation, Teacher Evaluation

An evaluation model is presented for the assessment and instruction of preschool children in

innovative programs. A five-step procedure is outlined for preparation of the model: (1) identifying the population, (2) pre-assessment evaluation of the three learner groups (students, teachers and parents), (3) identifying instructional program objectives for the three groups, (4) formative evaluation, and (5) summative evaluation. Population identification covers students (4-year-olds), parents and teachers. For pre-assessment, diagnostic evaluation instruments used for children were the Illinois Test of Psycholinguistic Abilities, the Beery Test on Visual-Motor Integration and the Peabody Picture Vocabulary Test. Teacher pre-assessment measured educational background and instructional skill development. For parents, instruments were designed to assess parent-child interaction and also to obtain information on children's home activities. Program objectives, based on results of the pre-assessment evaluation, relate to cognitive and affective domains for each of the three groups. Formative evaluation is used to determine the degree of mastery of the learning tasks and to pinpoint the part of the task not mastered. The final component is summative evaluation, to determine the degree of behavioral change in each group of learners and thus measure the effectiveness of the total program. (Author/BF)

ED 133 050

PS 008 969

Beattie, Clive

Entrance Age to Kindergarten and First Grade: Its Effect on Cognitive and Affective Development of Students.

Pub Date 70

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Age Differences, Age Grade Placement, *Early Admission, *Elementary Education, Emotional Development, Grade 1, Kindergarten, Literature Reviews, Research, Sex Differences, Social Development, *Student Adjustment, *Success Factors

This paper reviews literature and research on the effects of age of initial entry into schooling, citing over 20 studies from the 1930's through the 1970's relating entrance age to academic success and personality development. Studies investigating the effect of early entry into first grade on academic achievement have indicated that not only chronological age, but mental age, adjustment, and I.Q. are determining factors in success. Other researchers have stated that although achievement is related to entrance age, this does not mean that raising the minimum entrance age would prove profitable. Research contrasting children matched on sex, intelligence quotient, socioeconomic status, and schools attended has indicated that children who entered at a later chronological age scored consistently higher on achievement ratings than their younger classmates; another study found that the difference in academic achievement between early and late school starters was not statistically significant. In research on early entry as related to school adjustment, findings reported showed that a greater percentage of children who entered kindergarten or first grade at an early age had adjustment problems compared to later entrants. Another study indicated that earlier entrants had more speech defects, nervous indications, and personal and social maladjustments than did older entrants. Sex differences in the variables influencing adjustment have also been found. (Author/SB)

ED 133 051

PS 008 970

Karson, Albert Karson, Martha

The Influence on American Parenting Styles of Puritanism, Rationalism and Romanticism.

Pub Date 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, *Child Rearing, *Early Childhood Education, Educational History, *Educational Philosophy, Parent Attitudes, *Parent Child Relationship, *Romanticism

Identifiers—*Puritanism, *Rationalism

This article discusses the influence of Puritanism, Romanticism, and Rationalism on parenting styles in the United States, outlining the basic tenets of these philosophical movements and how the authors believe these tenets relate to popular notions of parenting. The doctrine that human-

kind is of an evil nature is seen to be a fundamental tenet of faith for the Puritan family; and the moral aspect of a child's personality is seen to occupy all the parent's attention. This view is heard in such phrases as "You are a bad boy." Rationalism can be characterized by an assumption that life and the universe are rational and there is a solution to every problem. Parents are seen to insist on academic skills and book learning and regard reason as the one significant human characteristic. Romantics have held the view that all people are to allow the child to find its inner voice untrammelled by the institutions of society. Romanticism emphasizes feeling and recognizes no finite limits to a child's capacities or to the parents' patience. Romanticism, however, sets no criteria for achievement of an adequate or livable human response. (Author/MS)

ED 133 052 PS 008 971

McDonald, Geraldine
Recent Research on Language Development in Young Children.

Pub Date 30 Jul 76

Note—14p.; Paper presented at the Structure and the Education of Young Children, Early Childhood Education Seminar, Hamilton Teachers College (New Zealand, July 30-31, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, *Early Childhood Education, Intelligence, *Language Development, *Literature Reviews, *Minority Group Children, Preschool Children, *Reading Programs, Research, Teacher Education, *Teaching Methods, Testing, Vocabulary Development

Identifiers—*Maori, New Zealand

This document reviews recent research on language development and discusses some of the methods for encouraging language used in commercially produced lesson plans such as the Peabody Language Development Kit, the Peabody Early Education Kit and the Distar Language Program. An argument is presented against the concept that some children (particularly from minority groups) have "no language" and cites personal research with Maori children which suggests that the types of skills being tested make considerable differences in the results. It is also suggested that children in structured programs fail to maintain gains because these gains are simply an increase in vocabulary and older children, who are more mature, more socially confident and often better motivated to learn than younger children, can rapidly catch up with gains made by younger children. It is also argued that it makes little difference whether children start their formal schooling at 5, 6 or 7 years of age and that the kind of "structure" which would be desirable in preschools is to have teachers who are well trained and possess an up to date knowledge about language development. (MS)

ED 133 053 PS 008 974

McDonald, Geraldine
Two Windows on Research.

Pub Date 20 Oct 76

Note—17p.; Paper presented at the meeting at the Auckland Institute for Educational Research (New Zealand, October 20, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Early Childhood Education, *Educational Attitudes, Educational Objectives, *Educational Practice, *Educational Research, *Educational Researchers, Educational Theories, Individual Differences, Nursery Schools, *Preschool Education, Preschool Programs, *Preschool Teachers, Program Evaluation, Research Problems, *Research Utilization, Sex Differences, Teacher Attitudes, Teaching Models, Testing

Identifiers—New Zealand

Differing attitudes of researchers and preschool teachers towards research in early childhood are discussed in this paper. These differences are seen as arising from causes such as the special training of each group and the nature of the work they do, the distribution of the sexes in each group and the social institutions which back them. The concept of the whole child, generally supported in preschool teacher training, may conflict with the researcher's need to analyze and dissect. Emphasis on individual differences among children is noted as basic to general teacher thought, yet difficult to follow in research designed to develop programs for a wide range of

children. Research workers' tendency to impose school-type models on preschools is attributed to their affiliation with university departments of education and psychology rather than, for example, anthropology or linguistics. Cited as a major source of differing viewpoints between preschool personnel and researchers is that workers in the preschool establishment are almost all female, while workers in the educational research establishment are predominantly male. Differences in research topics related to researcher sex are discussed in detail and attitudes towards program evaluation and pupil testing are noted. The involvement of preschool personnel in the planning of research projects affecting them is urged. (BF)

ED 133 054 PS 008 976

Menne, Joy M. And Others
Competency Assessment Procedures for Training and Certifying the Child Development Associate.
Iowa State Univ. of Science and Technology,
Ames. Dept. of Child Development.

Pub Date [76]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Care Workers, Evaluation Methods, Methods, *Performance Based Teacher Education, *Preschool Teachers, *Teacher Certification, *Teacher Evaluation, *Teacher Qualifications, Validity

Identifiers—*Child Development Associates

A competency-based assessment procedure for the training and selection of preschool teachers has been developed using the content validation strategy and a variety of measurement techniques. Those certified under this procedure will be called Child Development Associates. A list of competencies, generated and agreed upon by a large number of Child Development experts, is the starting point for the assessment procedure. The competency list was developed under the Department of Health, Education, and Welfare, Office of Child Development, by a task force, the Child Development Consortium, Incorporated. The task force established six major areas of responsibility for preschool teachers, developed a preliminary set of competencies under each of six major areas and added a set of personal capacities necessary for relating to children. The competencies were then validated by means of a survey of practitioners and others in the field. An interdisciplinary team approach was used which might be a model for the development of other competency-based assessment procedures. Methodology is described in terms of professional expertise and roles and step-by-step procedures used. A few examples of competencies are appended. (Author/MS)

ED 133 055 PS 008 980

Hensley, Barry S.

To Plan and Build a Diagnostic-Prescriptive Model for the Identification and Remediation of Developmental Immaturities in Students Entering Grade One.

Pub Date 20 Jul 76

Note—96p.; Filmed from best available copy; Ed.D. practicum, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Auditory Discrimination, Aural Learning, Child Development, Diagnostic Tests, *Early Childhood Education, Grade 1, Immaturity, *Inservice Teacher Education, Kindergarten, Learning Difficulties, Literature Reviews, Pilot Projects, Practicums, *Program Development, Program Evaluation, *Readiness, *Remedial Programs, School Readiness Tests, *Screening Tests, Visual Discrimination

Identifiers—*Mann Suiter Developmental Inventory

This paper discusses the development and implementation of a model to identify developmental immaturities in kindergarten children preparing to enter first grade and to write remedial educational prescriptions designed to correct these immaturities. Kindergarten and first-grade teachers, as well as special services personnel and principals, were trained to administer and interpret an individualized screening instrument (the Mann-Suiter Developmental Inventory) designed to identify immaturities in the visual and auditory learning modalities of kindergarten students. The program model included inservice training for involved personnel, the evaluation of approximately 185 kindergarten students, and a series of staffings where remedial educational

prescriptions (based on criterion referenced anticipated increases in learning) were established for each student found to have developmental immaturities. Follow-up of students was planned. The appendix includes the Mann-Suiter Developmental Screening record forms and tables presenting areas of diagnosed developmental immaturities for each student with matching criterion referenced remedial educational prescriptions. (Author/MS)

ED 133 056 PS 008 983

Tutalo, Anthony J.

First Grade Pilot Project.

Pub Date 1 Jun 76

Note—123p.; Ed.D. practicum, Nova University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Aural Learning, Diagnostic Tests, *Elementary Education, Formative Evaluation, Grade 1, *Intervention, Parent Participation, Phonics, *Pilot Projects, Practicums, *Program Development, Questionnaires, Reading Diagnosis, *Remedial Reading Programs, *Screening Tests, Summative Evaluation, Visual Learning

This document describes the development, implementation, and evaluation of a program aimed at increasing the level of achievement of first-grade students at the Edmund W. Flynn Model Elementary School. The diagnostic and placement procedure developed allowed for student placement in programs aimed at individual strength while providing remediation in areas of weakness. Programs were developed to respond to identified needs. Included in the document are sections on parent orientation sessions, the screening program, student placement, visual and aural reading approaches, remediation programs and parent activities, including a parent-reading workshop. There is a formative and summative evaluation of the program. Appendices include questionnaire forms; descriptions of community agencies; test results; and tables which correlate specific objectives, methods to obtain objectives, and evaluative procedures for the visual program. (Author/MS)

ED 133 057 PS 008 984

Putting Early Childhood and Day Care Services into the Public Schools: The Position of the American Federation of Teachers and An Action Plan for Promoting It.

American Federation of Teachers, Washington, D.C.

Pub Date 76

Note—136p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Child Care, *Day Care Services, *Early Childhood Education, Educational Administration, Educational Finance, Educational Legislation, *Federal Legislation, Labor Unions, Parent Participation, Professional Associations, *Public Education, *Public School Systems, Public School Teachers, School Services, *Social Action

Identifiers—AFT, *American Federation of Teachers, Child and Family Services Act

The case for public school administration of federally-funded early childhood and day care services and an action plan for promoting it are presented in this manual prepared by the American Federation of Teachers (AFT) Task Force on Educational Issues. Arguments in support of an AFT-proposed amendment to the Child and Family Services Act under Congressional consideration are based on a national need for expansion of day care, coinciding with recent public school staff surpluses and under-utilization of space. Growing child care needs of working women and single parents are cited. In the discussion of advantages of public school sponsorship, it is claimed that the overall picture of the field is one of inadequate services. Deficiencies in existing facilities are described, as well as inadequate training and certification procedures and shortcomings of profit-making programs. Public school prime sponsorship is seen as simplifying administrative needs and promoting general accessibility. Related issues discussed include: costs of providing early childhood and day care programs; recommended standards for teacher education, certification and training; and parent involvement and education. (BF)

ED 133 058 PS 008 986

Regional Evaluation and Research Center for Head Start. Southern University, Annual Report, November 28, 1969. Final Report.

Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 28 Nov 69

Contract—OEO-8-4123

Note—169p.; For 1970 Annual Report, see ED 131 949; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Achievement Tests, *Annual Reports, Day Care Programs, Disadvantaged Youth, Discrimination Learning, *Early Childhood Education, Ethnic Stereotypes, *Evaluation Methods, Intelligence Tests, *Intervention, Interviews, Motivation, Negro Youth, Parent Education, Parent Participation, *Preschool Programs, Program Descriptions, *Program Evaluation, Psychomotor Skills, Racial Differences, Rating Scales

Identifiers—*Project Head Start, Southern University Research Center for Head Start

This final report of the third year of the Southern University-Tulane University Regional Head Start Evaluation and Research Center is a statement of activities engaged in since September 1968. Chapter I includes an introduction and description of the centers; Chapter II, evaluation guidelines, test battery, quality control, evaluation design and description of evaluation instruments. Chapter III contains the intervention design. Chapter IV presents feasibility study involving parent groups from two day care centers in Little Rock, Arkansas. Chapter V contains a statistical analysis, discussion of T-test results, and findings. Appendices include means and T-tests for the intervention tables, analysis of variance charts, and a study entitled "The Role of Incentives in Discrimination Learning of Children with Varying Preschool Experiences." (MS)

ED 133 059

PS 008 987

Takanishi, Ruby

Cross-National Perspective on Early Childhood Education: Engaging in Inquiry.

Pub Date 10 Nov 76

Note—10p.; Paper presented at the Annual Meeting of the U.S. National Committee, World Organization for Early Childhood Education (Anaheim, California, November 10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Education, *Cross Cultural Studies, Cultural Differences, *Early Childhood Education, *Foreign Countries, Individual Development, *International Education, International Organizations, Political Influences, Research Needs, Socialization

Identifiers—OMEP, *World Organization for Early Childhood Education

Some potential areas of inquiry into the field of cross-national study of early childhood education are described in relation to the history and aims of the World Organization for Early Childhood Education (OMEP). Currently the largest international organization concerned with preschool education, OMEP is presented with specific recommendations: (1) that members, possibly by regions, select and focus on one country or region; (2) that OMEP establish organizational linkages with other groups working in the area of cross-national studies; and (3) that OMEP foster the goal of cross-national studies as understanding and development of the field, rather than for purposes of comparison and criticism. Need is seen for developing systematic descriptive frameworks for organizing inquiry and for observing programs. Some neglected areas are: cross-national study of policy formation; observation of teacher-child, child-child and child-material interaction in programs; and the study of regional and ethnic cultural variations and educational beliefs and practices where there is no homogeneous national pattern. It is stressed that observations of teacher practices and children's behavior be interpreted within the goals and concepts of the particular culture and society. (Author/BF)

ED 133 060

PS 008 989

Cohen, Veronica Wolf

Parallel Goals of the Early Childhood Music Program.

Pub Date Oct 74

Note—13p.; Paper presented at a workshop held at the Fine Arts-Early Childhood Conference (Edmonton, Alberta, Canada, October 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Auditory Discrimination, Communication Skills, *Creative Development, *Early Childhood Education, Educational Objectives,

*Music Activities, Musical Instruments, Music Appreciation, *Music Education, Music Teachers, *Self Expression, *Singing, Skill Development, Teacher Role, Vocal Music

Identifiers—*Kodaly (Zoltan), Rhythm

Early childhood music programs should be based on two interacting goals: (1) to teach those skills most appropriate to a particular level and (2) to nurture musical creativity and self-expression. Early childhood is seen as the optimum time for acquiring certain musical skills, of which the ability to sing in tune is considered primary. The vocal productions of young children are grouped into two broad categories: the group chant and the private song. Children are to be encouraged to sing freely (not only at scheduled times), to share their songs with others and to listen to certain types of contemporary and primitive music which have musical characteristics similar to their own songs. The Kodaly method for sequential vocal development is described, and the importance of developing aural perceptiveness is stressed. The focus of the music program should be to nurture music as a creative, self-expressive medium with technical help in skill development secondary. Development of a classroom music center with a variety of instruments is described. Group activities suggested include: experimentation with varying instrumental tone colors; "aural walks" in field, street and schoolyard; experiments with materials such as paper or water; rhythmic improvisations based on ordinary physical activities; and imitation of compositional devices heard on records. (BF)

ED 133 061

PS 008 998

Self-Perception of Children Starting School (SIS).

National Swedish Board of Education, Stockholm.

Pub Date Apr 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Childhood Attitudes, *Children, Classroom Observation Techniques, *Early Childhood Education, *Individual Development, Interviews, Literature Reviews, *School Environment, *Self Concept, *Socialization, Social Relations, Socioeconomic Influences, Student Teacher Relationship

This is a preliminary report on the project titled "Self-Perception of Children Starting School." The project's main concern is to describe and analyze the type of personal development produced by everyday school life, in terms of such concepts as self-perception and self-evaluation. The purpose of the project is to: (1) describe the situation of the child in school together with changes occurring in that situation; (2) describe outward conditions in the school environment which may have a bearing on the child's opportunities for developing self-perception; (3) try to understand the child's experience of itself and its surroundings and any changes occurring in that experience; (4) analyze the relationships between outward conditions and the child's opportunities for developing self-perception. Theory and concepts are discussed such as: the rationale for the study of self-perception; some central concepts of the theory of identity: security, activity and dialogue; and premises of a theory concerning the relationship between school and society. Some empirical first impressions are noted and research methods (participant observation and interviews and conversations) are described. (MS)

ED 133 062

PS 009 001

Martin, Eugene Frederick

Establish and Maintain a Child Service Demonstration Center for Children with Learning Disabilities. Fourth Quarterly and Final Progress Report to Health, Education, and Welfare.

Mississippi State Univ., Mississippi State. Child Service Demonstration Center for Children with Learning Disabilities.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Jul 76

Contract—OEC-300-74-9234

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Budgets, Diagnostic Tests, *Early Childhood Education, *Educational Diagnosis, Educational Objectives, *Elementary Education, *Learning Disabilities, Parent Attitudes, Program Development, *Program Evaluation, Remedial Programs, *Teacher Education, Teaching Methods

Identifiers—Mississippi State University

This is the final report of a project set up to: (1) design and implement a multidisciplinary model of a diagnostic/prescriptive remedial demonstration center for training professional personnel who work with children experiencing specific learning disabilities and to (2) develop effective diagnostic/prescriptive/remedial procedures which will be transferable regionally and nationally. Included are short sections on the strategies employed to bring about project goals. More than two thirds of the report consist of appendices, including a summary of activities: formal and informal diagnostic tests, summaries of program evaluations by parents, school teachers, case coordinators, and trainees, and the summary of the evaluation of program goals. (MS)

ED 133 063

PS 009 002

Lane, Elizabeth M., Ed.

Psychological Evaluation of ECE, FY 1977.

Dayton Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Disadvantaged Youth, *Early Childhood Education, *Educational Assessment, Grade 1, Grade 2, *Intervention, Kindergarten Children, Learning Readiness, Longitudinal Studies, *Preschool Evaluation, Preschool Programs, *Primary Education, *Program Evaluation, Psychological Evaluation, Socioeconomic Status

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio (Dayton)

Results of a 9-year assessment of the Dayton Public School Early Childhood Education Program are presented in this report: findings for the school year 1975-76 are reviewed in detail and studies of the preceding eight years are summarized. The 1060 participants enrolled at 32 different centers in 1975-76 were 4- and 5-year-olds, predominantly from socioeconomically disadvantaged families, as were those involved in the earlier programs. A new set of measurement techniques was adopted in 1975-76, with a total of 94 target behaviors encompassing nine broad skill areas used to evaluate program impact in a criterion-referenced approach. In addition, two other criterion tasks, the Walker Readiness Test for Disadvantaged Preschool Children and the Caldwell Preschool Inventory were selected to measure program effectiveness. All these tasks revealed significant gains. Results of the nine years of evaluation support the program as effective in early remediation and prevention, as long as it is followed by other programs which reinforce the skills and learning acquired. Strong supportive evidence is presented of the effectiveness of early childhood education upon kindergarten performance. Most first grade results indicate continued superior performance of children with preschool training, but by second grade, impact of the preschool program has been weakened. Considering the many uncontrolled, possibly influential variables intervening during kindergarten and the early primary years, it is seen as significant that the program has had such measurable relatively long-term effects. (Author/BF)

ED 133 064

PS 009 003

George Peabody College for Teachers Demonstration and Research Center for Early Childhood: Final Report to the Office of Economic Opportunity.

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Childhood.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 15 Dec 70

Grant—OEO-CG-9174

Note—40p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographies, *Child Care Centers, *Disadvantaged Youth, *Early Childhood Education, *Historical Reviews, Home Visits, Infants, Information Dissemination, Intervention, Low Income Groups, Mothers, Parent Education, *Parent Participation, Preschool Children, Preschool Programs, *Program Descriptions, Program Evaluation

Identifiers—Appalachia, DARCEE, *Demonstration and Research Center Early Education

This final report is a general description of the activities of the Demonstration and Research Center for Early Education (DARCEE), an Appalachian preschool program for disadvantaged children. Included in the document are: a general overview of the program, histories of the three Early Training Centers, and objectives and publications of the DARCEE Information Office. DARCEE's direct service has been to demonstrate research, and train individuals to promote the educability of young children from low income homes. DARCEE has worked intensively with 135 families in periods varying from 8 months to 2 1/2 years. Most of these families (with the exception of 25 mothers of infants) have had several children present in the home. In addition, 140 children have been enrolled in DARCEE classroom programs for periods of one year each. The report of the dissemination office, which includes writings, public presentations, and mention of the 4500 visitors, shows the broader impact of DARCEE. The work on the diffusion of training effects within a family, and above all, work with parents, have suggested cost-efficient training models. (Author/MS)

ED 133 065

PS 009 005

Book, Jean K. And Others

Who Benefits from Federal Intervention? Evaluation of an E.S.E.A. Title III Preschool Program. Saint Mary's County Board of Education, Leonardtown, Md.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 69

Contract—OEO-B89-4591

Note—243p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Achievement Tests, Classroom Environment, Demography, Dental Health, *Early Childhood Education, Educational Objectives, Family Background, *Federal Programs, *Intervention, Parent School Relationship, Perception Tests, Personality Tests, Preschool Curriculum, *Preschool Programs, Program Administration, *Program Evaluation, Reading Readiness Tests, School Readiness Tests, Socioeconomic Influences, Staff Role

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Maryland

This evaluation is presented in four parts. Part I provides the background of the preschool program and includes the provisions of ESEA Title III, a description of the planning for the Title III grant, characteristics of the tri-county area in Maryland where the program is located and a brief description of other subsidized programs in that area. Part II is concerned with the operation of the classroom, the advisory committee, program goals, staffing and administration and parental participation. Part III deals with testing of the children and includes sections on the Lee-Clark Reading Readiness test, the Metropolitan Readiness test, the Stanford Achievement test, the WPPSI and the Wisc, the Vineland Social Maturity Scale, and the Johns Hopkins Perceptual test. Each section includes a description of the test, administration procedures, an analysis of scores, and results. Part IV is a comparison of families of children who had been in the preschool program with the families of their classmates. (MS)

ED 133 066

PS 009 006

Stodolsky, Susan S.

Ancona Montessori Research Project for Culturally Disadvantaged Children. Final Report. Chicago Univ., Ill.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Aug 70

Grant—OEO-CG-8469-A/2

Note—125p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Cognitive Development, *Culturally Disadvantaged, Curriculum Evaluation, Disadvantaged Youth, *Early Childhood Education, *Educational Objectives, Elementary School Students, Evaluation Methods, Intelligence Tests, Intervention, Longitudinal Studies, Middle Class, *Nursery Schools, *Parent Participation, Preschool Children, *Program Evaluation, Psychomotor Skills, Rating Scales, Social Development, Social Relations

Identifiers—*Montessori Method

This is the final report of the Ancona Montessori Research Project for Culturally Disadvantaged Children begun in 1965 to investigate the effects of a modified Montessori program for disadvantaged children in the preschool and early elementary years. This report deals with the academic year 1969-1970, in which 29 disadvantaged children and a comparable group of 29 middle class children are the central focus of study. In addition, there is a followup on the school careers of disadvantaged children who attended Ancona at one time. A number of hypotheses about the potential effects of the project on the children's cognitive, social development are studied. Part I of the report deals with findings relative to the nursery school children, and includes a discussion of data from three measures of intellectual development (Stanford Binet, WPPSI and Merrill-Palmer) and from teacher and teacher ratings of school-related behaviors and attitudes and social interaction. Part II details findings on the elementary school children and followup data on children who attended Ancona in previous years but are now elementary school students in other schools. In addition, data regarding children whose families have had long term involvement in the school is discussed. The appendix includes Ancona school Head Start program ratings of behavior during individual intelligence testing. (MS)

ED 133 067

PS 009 007

Schiefelbusch, R. L.

Juniper Gardens Parent Cooperative Preschool. Final Report.

Kansas Univ., Lawrence. Bureau of Child Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Aug 70

Grant—OEO-CG-8474

Note—62p.; Appendix A, pages A-1 through A-5 of the original document are copyrighted and therefore not available. They are not included in the pagination; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Change, Child Rearing, Cooperative Programs, Demonstration Programs, *Disadvantaged Youth, Instructional Materials, Intervention, Parent Education, *Parent Participation, Parent Role, Positive Reinforcement, Preschool Children, *Preschool Education, *Program Descriptions, *Program Evaluation, Staff Role, Teaching Methods

Identifiers—Kansas (Kansas City), *Parent Cooperative Preschools, *Project Head Start, Token Economy

Parent Cooperative Preschool, designed to provide experiences tailored to the children enrolled, teaches specific skills the children will need when they begin informal schooling, and develops parent-child relationships which will sustain motivation once the child enters public school. The preschool operates on the premise that these goals can be achieved and that important changes in parent-child interactions can be developed if both parent and child have the opportunity to work in a specially designed environment. The Coop provides a setting which enables parents to acquire skills in preschool teaching, to focus their interests on the day-by-day education of their children, and to assume responsibility for the operation of the program. Included in this report are brief descriptions of the program, program evaluation, the demonstration plan and staff organization. More than half of the report consists of appendices which include the articles: "Program Description-Behavior Analysis Classroom;" "A Token Manual for Behavior Analysis Classrooms;" and "Adult Verbal Control of Children's Non-Verbal Behavior". (Author/MS)

ED 133 068

PS 009 008

Davies, Norma

Research on a Community-Initiated Preschool Program. Final Report.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date [71]

Grant—OEO-8130

Note—69p.; Filmed from best available copy; Pages 44-49 and 59-60 are marginally legible due to quality of original; Report prepared by Mental Research Inst., Palo Alto, California

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Achievement Tests, *Community Programs, *Early Childhood Education,

Evaluation Methods, Family Attitudes, Intelligence Tests, *Nursery Schools, Parent Education, *Parent Participation, Parent Role, *Preschool Programs, *Program Descriptions, *Program Evaluation, Rating Scales, School Readiness Tests

Identifiers—California

This report describes and analyzes the second year operations of an ongoing successful parent initiated and directed nursery school. Included are: (1) a brief review of relevant issues in early childhood education, such as parent participation and community control in education; (2) a short history of the program's inception and early development; (3) an analysis of the second year operations; and (4) research findings and conclusions. Appendices include several articles describing the Community Cooperative Nursery School, child behavior rating scales and an inventory of attitudes of family life and children. (Author/MS)

ED 133 069

PS 009 013

McMurray, Georgia Sims, Robert

Head Start/EPSTDT Collaboration Evaluation. Non-Technical Report.

Boone, Young and Associates, Inc., New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—OCD-105-74-1101

Note—204p.; Revised edition; For related documents, see PS 009 014-015

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Clinical Diagnosis, Cost Effectiveness, *Demonstration Programs, *Early Childhood Education, Financial Support, *Health Programs, *Health Services, Medical Services, Nutrition, Policy, Preschool Children, Program Descriptions, *Program Evaluation, Screening Tests, Welfare Services

Identifiers—EPSTDT, *Medicaid, *Project Head Start

This is a non-technical report based on the final report of the first year evaluation of the Head Start/Medicaid Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Collaborative Effort, a demonstration program initiated by the Office of Child Development (OCD)/HEW in 1974. The report presents and analyzes data collected during the first year of the program, sets forth key policy considerations based on study findings, and seeks to provide direction for policy and program planning. Section I presents a summary of the major findings by specific issue area. Section II presents background information on the EPSDT and Head Start Programs and the collaborative effort. Section III describes the study methodology employed in the evaluation. Section IV discusses the organization and operation of the Head Start/EPSTDT Collaborative Effort. Section V examines Medicaid certification results and reviews prior health care status of participating children. Section VI analyzes the provision of health services during the first year of the collaborative effort. Section VII offers an analysis of the state EPSDT plans and compares these to the Head Start Program Performance Standards. Section VIII cites the technical assistance needs of the projects. Section IX provides cost utilization factors related to the collaborative effort. This report is to be circulated to Head Start projects and interested agencies to provide them with background information for administering and improving health services to low-income preschool children. (Author/MS)

ED 133 070

PS 009 014

Head Start/EPSTDT Collaboration Evaluation. Final Report.

Boone, Young and Associates, Inc., New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—OCD-105-74-1101

Note—463p.; Revised edition; For related documents, see PS 009 013-015; Some tables are marginally legible due to print quality of original

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Cost Effectiveness, *Demonstration Programs, Dental Health, *Disadvantaged Youth, *Early Childhood Education, Evaluation Methods, Financial Support, *Health Services, Intervention, Low Income Groups, Medi-

cal Services, Nutrition, Policy, Preschool Children, *Program Evaluation, Screening Tests, Tables (Data), Welfare Services
Identifiers—EPSDT, *Medicaid, *Project Head Start

This is the final report on the first year evaluation of the Head Start/Medicaid Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Collaborative Effort, a demonstration program that was initiated by the Office of Child Development OCD/HEW in 1974. In initiating the program, OCD/HEW set forth the following objectives: (1) to assess the benefits in terms of increased services for both Head Start and non-Head Start children and to establish the dollar value of these services; (2) to determine any barriers which prevent the Head Start program from making maximum use of Medicaid, EPSDT to pay for required health services provided to Medicaid eligible children in local programs; and (3) to analyze long-term program and policy issues concerning Head Start services to young children as a basis for improving those services in Head Start/Medicaid EPSDT. This detailed report presents and analyzes data collected during the first year of the program and also sets forth key policy considerations based on study findings. Included are charts and tables. (Author/MS)

ED 133 071

PS 009 017

Vasaly, Shirley M.

Foster Care in Five States: A Synthesis and Analysis of Studies from Arizona, California, Iowa, Massachusetts, and Vermont.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-76-30097

Pub Date 76

Contract—HEW-105-76-1120

Note—156p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adoption, Caseworkers, Child Abuse, *Child Advocacy, *Child Care, Child Rearing, *Child Welfare, Community Involvement, Delinquents, Family Background, Family Role, Financial Needs, *Foster Children, *Foster Homes, One Parent Family, Parent Child Relationship, Parent Role, Social Services, State Agencies, *State Surveys

Identifiers—Arizona, California, Iowa, Massachusetts, Vermont

A synthesis of data and major recommendations from foster care studies undertaken by the states of Arizona, California, Iowa, Massachusetts and Vermont, this report focuses on areas needing improvement. Covered in detail are: (1) the foster care system, its programs and goals; (2) foster children and their natural and foster families; (3) agency staffing and services; (4) fiscal considerations; and (5) community involvement. Emphasis is placed on the need to arouse public concern for action in improving foster care systems, which in the U.S. today involve some 400,000 children. Although differing in geographic location, ethnic composition and economic structure, all five states show similar inadequacies in their foster family service systems. Preventive and preplacement services are seen as particularly inadequate: family problems go unaided until the crisis state, forcing otherwise unnecessary foster care placement. Numbers of children in foster care then become overwhelming and children's needs and problems are neglected and increase in complexity, requiring specialized care facilities which are lacking. It is suggested that other states might find this report useful. Synopses of the major studies are included in the appendix. (Author/BF)

ED 133 072

PS 009 020

Stein, Aletha Huston And Others

The Relation of Cognitive Style to Social and Self-Regulatory Behaviors in Naturalistic Settings.

Pub Date 13 Jul 76

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—"Classroom Environment, *Conceptual Tempo, *Educationally Disadvantaged, Preschool Children, *Preschool Education, Research, *Self Control, *Social Behavior

Identifiers—Project Head Start, *Reflectivity Impulsivity

This study examines the relation of reflectivity-impulsivity to naturally occurring social and self-regulatory behaviors of urban, disadvantaged preschool children. Correlations between the Kansas Reflectivity-Impulsivity Scale for Preschoolers (KRISP) and classroom behavior were computed for two groups of Head Start classes (121 children, ages 2 to 5) that differed on the amount of adult-imposed classroom structure. Classroom observations were collected using a time sampling procedure during a baseline period of approximately three months, and during a two-month period in which experimental treatments were introduced. The KRISP was administered during the last month of baseline observation and at the end of the experimental period. Results seem to indicate that correlations between impulsivity and classroom behavior were limited to the low structure classrooms. In the low structure classes, impulsive children were less aggressive, less assertive, and less likely to show understanding of others or to engage in prosocial behavior such as cooperation, helping, and sharing than their reflective peers. Impulsive children were higher than reflectives on two indices of self-regulation: responsibility during pick up time and waiting patiently during delays. (Author/SB)

ED 133 073

PS 009 021

Kifer, Edward

The Relationship Between the Home and School in Influencing the Learning of Children.

Pub Date 23 Nov 76

Note—22p.; Paper presented at the Pre-Conference Conference on Research of the National Council of Teachers of English (Chicago, Illinois, November 23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—"Academic Achievement, Children, Comparative Analysis, *Early Childhood Education, Environmental Influences, *Family Environment, *Learning, Learning Motivation, Literature Reviews, Parental Background, Parent Child Relationship, Parent Influence, *Parent School Relationship, *School Environment, Student Teacher Relationship, Teacher Influence

This paper discusses the influence of home and school environments on learning in children. Studies are cited which support the hypothesis that the home environment is the major predictor of school achievement. These studies deal with "status" variables such as father's occupation and education, mother's education, and social and economic status of the family. "Status" variables are contrasted with "process" variables, which indicate what parents do to encourage or support (directly or indirectly) the educational achievements and related attitudes of their children. Process variables in both home and school are of interest because they provide clues to structuring optimal learning environments. Research indicates a correlation between certain (process variables) in the home environment and school achievement. These process variables can be seen as facets of three main conceptual dimensions of the home environment: (1) the verbal dimension, (2) activities congruent with the expectations and demands of school, and (3) the general cultural level of the home. Variables found in research to be important to the school environment are teacher competence, classroom teaching procedures, and the ability to elicit student motivation. It is suggested that in addition to considering process variables and what it is these process variables change, researchers should also look at the climate surrounding parent-child and teacher-student interactions. (SB)

ED 133 074

PS 009 022

Seaver, Judith Williams

Environmental Setting in Home and Preschool: An Investigation of Dimensions of Context Equivalency.

Pub Date [74]

Note—136p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—"Classroom Environment, *Environmental Influences, *Family Environment, Literature Reviews, *Measurement Instruments, *Preschool Education, Questionnaires, Rating Scales, Test Construction, Testing, Test Reliability, *Test Validity

This study attempted to develop and validate a set of scales to measure ecological characteristics of environmental setting in home and preschool. Scales were developed to assess four charac-

teristics of environmental setting: (1) accessibility, the ease with which a child can interact with his environment; (2) configuration, the function and arrangement of space in home and preschool; (3) instability, the patterned use of time periods and time-related function of spatial areas; and (4) complexity, the extent to which the environment fits the child's mental skills as well as his physical skills. Items for the scales were generated from reviews of the descriptive literature on home and parent behavior, the literature on current preschool program practices, and observations of homes and preschools made by the investigator. To establish criterion validity, a study was run to assess the degree to which the four scales discriminated among three categories of preschool programs known to differ in environmental setting as an extension of theoretical orientation on development. All of the scales were found to have suitable reliability for their intended purposes. Substantial face validity was established, but results of the validity study do not allow for judgments to be made concerning criterion validity for the scales. (Author/SB)

ED 133 075

PS 009 024

Runquist, Merrell P.

Mental Health Consultation to Day Care:

Planning, Implementing, and Evaluating.

Pub Date Nov 76

Note—16p.; Filmed from best available copy; Paper presented at the Annual Convention of the American Association of Psychiatric Services for Children (San Francisco, California, November 10-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Care Workers, *Consultants, *Consultation Programs, *Day Care Programs, Day Care Services, Early Childhood Education, *Mental Health Programs, *Program Descriptions, Program Evaluation, Program Planning, Teacher Education, Teacher Role

Identifiers—*Project Early Aid

This paper describes a mental health consultation program for day care centers serving children under six years. The goals of the program are discussed together with a description of the role of the day care consultant. The steps by which the program was implemented are described in detail. The impact of the program was measured on several variables by comparing centers receiving consultation with those who did not. Measurements were taken (pre and post consultation) on the children's behavior and the expressed attitudes of the teachers. Post only measures were collected from the parents and from teachers as to their satisfaction with different aspects of the consultation process. It is concluded that mental health consultation to day care can be an effective way of furthering the prevention of behavioral disturbance in young children, although the effects are difficult to demonstrate empirically. Specific suggestions are given in three areas for professionals interested in beginning a consultation program to day care. (Author/SB)

ED 133 076

PS 009 025

Brady, Elizabeth H.

Continuity in Urban Education: A Demonstration. Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Nov 75

Contract—100-75-0051

Note—13p.; Paper presented at the National Conference on Urban Education (1st, November 24-26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—"Career Ladders, Community Involvement, Compensatory Education Programs, Demonstration Projects, *Early Childhood Education, Intervention, Longitudinal Studies, Minority Groups, Paraprofessional School Personnel, Parent Participation, School Community Relationship, Student Teacher Relationship, *Teacher Aides, *Teacher Education, *Teacher Role, Urban Education

Identifiers—California, *Project Head Start

This paper describes the Head Start Primary Continuation Learning Project, a demonstration project designed to investigate whether continuity of relationship with an assistant teacher from Head Start through third grade can help children maintain gains made in Head Start and provide smooth transition into public school. Ten assistant teachers (most of whom began in Head Start as parents) in ten elementary schools ac-

company the children into kindergarten and the first three grades. A second project goal is to enable each assistant teacher to earn a B.A. degree and teaching credential. The retention rate of adults is seen as significant, while transiency among children has been high. An achievement of the program has been the emergence of a co-equal working relationship between community people and professionals, with the administrative staff recruited from paraprofessionals from minority and inner-city communities. Four elements observed in the course of the program were (1) assurance of progress to participants, with help in attaining degrees and credentials, (2) support of development of each person, (3) facilitating communication and (4) fostering continuity of relationships, in line with the project's essential concept that a person, rather than a curriculum model, will provide a smooth Head Start-to-school transition. (Author/BF)

ED 133 077 PS 009 026

Stilwell, William E. Barclay, James R.
Effects of Affective Education Through Developmental Guidance Services: A One-Year Study.
Pub Date 76
Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Affective Objectives, Age Differences, Behavior Problems, Career Awareness, Classroom Environment, Elementary Education, *Elementary School Students, *Guidance Programs, Humanistic Education, *Peer Relationship, *Program Evaluation, Self Concept, Sex Differences, Social Relations, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, Teaching Methods
Identifiers—*Barclay Classroom Climate Inventory, BCCI

This is an evaluation of developmental guidance services' affective education program. Data was collected on children enrolled in Buena Vista School and in a control school (Julia Shannon) in Stuttgart School District No. 22 (AR). Third- and fourth-grade level boys and girls who had been in the program for the full 1975-1976 year provided data for this evaluation. The Barclay Classroom Climate Inventory (BCCI) which collates data from each student, their classmates, and classroom teacher was the primary evaluation instrument. Fifteen variables were considered in the analyses by sex, grade level, and school. Covariance analyses revealed the program school children (Buena Vista) had a more positive self-concept, enjoyed a more positive attitude toward school, and received more positive teacher support than the children who attended the control school. In addition to the programmatic main effects, the analyses revealed several developmental patterns by sex and by grade level. Data is presented in a number of graphs and charts. (Author/MS)

ED 133 078 PS 009 030

Morris, Anne G.
How to Set Up an Educational Intervention Program in a Pediatric Clinic Playroom.
Mount Sinai School of Medicine, New York, N.Y.
Pub Date 76
Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Classroom Materials, Clinics, *Cognitive Development, Community Education, Community Programs, *Intervention, Parent Child Relationship, *Parent Education, Personnel Selection, *Play, *Preschool Education, *Program Descriptions, Role Playing, Verbal Communication
Identifiers—*Pediatrics

This paper discusses the rationale and implementation procedures for a cognitively oriented intervention program for parents of preschoolers aged 2-3 based in a pediatric clinic playroom. The manual outlines guidelines for establishing such a service starting with recruitment of clients, maintaining the program for parents, organizing the play area, and training the paraprofessional staff. Chapters include information on: operation of the parent education program, training procedures and materials, space requirements, organization of the pediatric playroom, selection of materials, playroom procedures, selection of staff, education of staff, education of the community, and the extension of the parent education program. (Author/SB)

ED 133 079 PS 009 031

CTW Research Bibliography. Research Papers
Relating to the Children's Television Workshop and Its Experimental Educational Series: "Sesame Street" and "The Electric Company"—1968-76.

Children's Television Workshop, New York, N.Y.
Pub Date 76
Note—23p.

Available from—Children's Television Workshop Library, One Lincoln Plaza, New York, New York 10023 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annotated Bibliographies, Attention Span, *Children's Television, Cognitive Development, *Early Childhood Education, Educational Television, Emotional Development, *Evaluation, Eye Movements, Formative Evaluation, Intelligence Quotient, Prosocial Behavior, Readiness, Research, Summative Evaluation, *Television Research

Identifiers—*Children's Television Workshop, Electric Company, *Sesame Street

This selected annotated bibliography of research-related papers and reports covers major research activities in connection with the development of "Sesame Street" and "The Electric Company", the two experimental educational series produced by the Children's Television Workshop. These writings date back to the origins of CTW in 1968 and have been contributed by members of the CTW research and production staffs as well as by outside experts and institutions. References include formative and summative research studies for both series, research on the international versions of "Sesame Street", and other theoretical and scholarly discussions of research topics within the scope of media and children. (Author/SB)

ED 133 080 PS 009 032

Cook, Nancy
The Unique Role of the Child Developmentalist in an Interdisciplinary Team.

Pub Date Nov 76
Note—23p.; Paper presented at the Annual Meeting of the American Association for Psychiatric Services for Children, Inc. (28th, San Francisco, California, November 10-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Development, *Behavior Problems, Child Development, *Child Development Specialists, Developmental Guidance, *Developmental Psychology, Developmental Stages, *Evaluation Methods, Force Field Analysis, *Interdisciplinary Approach, *Learning Disabilities, Mental Retardation, Parent Child Relationship, Psychological Evaluation, Screening Tests

This paper deals with the role of the child developmentalist in improving interdisciplinary assessment and treatment of children with behavioral and learning problems. A specific task of Developmental Services of the Texas Research Institute of Mental Sciences was to optimize the utilization of professional staff in a development assessment clinic. Clinic procedures utilized force-field analysis principles adapted to a problem-oriented record and an interdisciplinary staff consisting of medical, social work, clinical psychology and child development specialists. Focus for the child developmentalist was primarily on screening of children from birth to six years. The unique perspective of each discipline was represented and incorporated into the management plan. Illustrations are given of how the child developmentalist emphasizes the significance of developmental sequences and adds an understanding of the importance of the context in which behavior occurs as well as the context in which the child develops. The child developmentalist identifies critical points in parent-child and child-environment interaction patterns and indicates to the parents how they may be able to change the developmental outcome of their children. (Author/BF)

ED 133 081 PS 009 033

Applebee, Marcia Lynn
Perspectives on Primary School Practice: A Study of Formal, Mixed, and Informal Approaches in Open-Plan and Conventional Rooms.

Pub Date Aug 76
Note—320p.; Ph.D. Thesis, University of Lancaster

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Class Organization, Classroom Design, Classroom Environment, Classroom Observation Techniques, Classroom Research, *Comparative Analysis, *Elementary Education, Interaction, Literature Reviews, *Open Education, Questionnaires, Student Grouping, Student Teacher Relationship, Teacher Role, Teaching Methods, *Teaching Styles, *Traditional Schools

Two studies combining teacher questionnaires, classroom observation, and pupil interviews were conducted to contrast formal and informal teaching practices in open plan and conventional classrooms. Study I sampled 12 teachers of classes including second year junior pupils (8-9 years of age); Study II sampled 30 teachers, including 13 with mixed teaching styles. Instruments were chosen (or designed and piloted) to look at grouping patterns and organization within the classroom; organization and evaluation of the curriculum; patterns of movement and language in the classroom; and teaching styles and practices. Results indicated that formal teachers used class teaching significantly more than informal teachers; that there was a significantly greater proportion of teacher talk in the formal class; and that movement at pupils' discretion was not permitted except for queuing for teacher attention. No framework for pupil choice was provided. Small groups were used occasionally as an organizational device, but did not include pupil planning. Informal teachers structured a network of activities, providing significantly more simultaneously occurring activities and opportunities for pupil choice, including small group work involving pupil planning. There was significantly more movement at the pupils' discretion. Pupil talk was more valued than in traditional classrooms; more than 80 percent of the language to which the pupil was expected to attend was from peers. Appendices include the instruments used in the studies. (Author/SB)

ED 133 082 PS 009 035

Merro, John And Others
Day Care.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—25p.; Transcript of "Options in Education" radio program No. 45 scheduled for broadcast for the week of September 20, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Care, Child Care Centers, Child Care Workers, *Day Care Programs, *Early Childhood Education, Economic Status, *Educational Radio, *Family Day Care, Federal Aid, Federal Legislation, *Government Role, Parent Role, Preschool Evaluation, Preschool Teachers, Student Teacher Ratio, Working Women

Identifiers—*National Public Radio
Interviews on the quality of day care in the United States are presented in this transcript of a program broadcast in the National Public Radio weekly series, "Options in Education." Writers, day care center personnel and others describe and evaluate the current situation. Federal legislation concerning children is examined, and researchers discuss effects of day care programs on children. Jane Gold, author of "Checking Out Childcare", describes the child care business, its dimensions and licensing practices. Peggy Pizzo, author of "Infant Child Care Debate", discusses parents' guilt feelings in relation to outside child care. Advantages and disadvantages of public school sponsorship of day care are considered. Despite support for day care centers and child care in the public schools, the fastest and most widely used form of child care appears to be home care. Psychologist Jerome Kagan has found home care, inside or outside the child's home, to be preferred over day care centers by most parents. He considers staff-child ratio the most important factor in day care quality, recommending ratios of 3 to 1 for children under 18 months and 6 to 1 for children 18 months to three years. A family home care teacher-trainer is interviewed on the advantages of the family-home environment. The director of a large day care center tells of long waiting lists and the social costs involved.

The Federal role in preschool education, including prospects for comprehensive Federal child care legislation, are discussed by Congressman John Brademas and representatives of various child care interest groups. The staffing-ratio controversy is discussed. (Author/BF)

ED 133 083 PS 009 036

Spock, Benjamin And Others
Parenting.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—22p; Transcript of "Options in Education: radio program No. 42 scheduled for broadcast for the week of August 23, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, *Child Care, *Child Rearing, Divorce, *Educational Radio, Fathers, Mothers, One Parent Family, *Parent Child Relationship, *Parent Education, *Parent Role, Readiness, Sensory Experience, Sex Role, Working Women

Identifiers—*National Public Radio

Various aspects of child-rearing are covered in this transcript of a program broadcast in the National Public Radio weekly series, "Options in Education." Authors of current popular books on parenting are interviewed. Benjamin Spock discusses changes (including sex role revisions) in his "Baby and Child Care" since the 1946 first edition. Eda LeShan, author of "In Search of Myself and Other Children", explains why she believes the best way to raise children is by remembering how one feels to be a child. The benefits of infant massage are discussed by Frederick LeBoyer. In his book, "Loving Hands", he describes how maternal physical contact helps a baby adjust from womb to outside world. Jean Curtis discusses the subject of her book, "Working Mothers". Also included are Dorothy and Raymond Mopre, whose "Better Late Than Early" advocates a late start in formal schooling, keeping children at home until the age of eight or ten. Estell Rubin discusses her book, "The Divorced Father", and Brian Sutton Smith talks about education and the family of the future. (Author/BF)

ED 133 084 PS 009 037

White, Burton And Others

Education: The Process of Becoming What You Can Be.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Note—22p; Transcript of "Options in Education" radio program scheduled for broadcast for the week of March 14, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Career Exploration, *Child Care, *Child Development, Child Rearing, College Curriculum, Early Experience, Educational Innovation, *Educational Objectives, *Educational Radio, High School Students, Infants, *Parent Education, Preschool Children, Preschool Education, Role Playing, Television Research, Toys

Identifiers—Bonowitz (Isaac), *National Public Radio

Selected aspects of the educational process, from infancy through college, are examined in a series of interviews broadcast in the weekly National Public Radio series, "Options in Education." Child psychologist Burton White discusses his book, "The First Three Years of Life", which deals with the significance of early influences on growth and development, stressing the need for parent education. Research is described which indicates a minimal role for television and manufactured play equipment during the first years. A brief talk with children's author Leo Leoni focuses on his book, "Frederick", which dramatizes for children the role of the artist in society. Problems posed by the transition from the adolescent to the adult work world are considered in a report on the Tunbridge experimen-

tal work-study program, which permits students to examine a professional field before committing themselves to a job or course of study. A subsequent individualized self-training program offers individual tutor guidance and student workshops, with career education conducted through student contact with a volunteer network of working people from various fields. An innovative program in which the student designs his own course of study is described by writer Isaac Bonowitz, recipient of the first degree in the occult granted by an accredited academic institution, and high school students talk about their role-playing experiences as participants in a model United Nations program. (Author/BF)

ED 133 085 PS 009 038

Burns, Maxine And Others
Summer Camp.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—26p; Transcript of "Options in Education" radio program No. 39 scheduled for broadcast for the week of July 26, 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Camping, *Day Camp Programs, *Educational Radio, *Federal Legislation, Government Role, Outdoor Education, Recreational Activities, *Resident Camp Programs, *Safety, *State Standards, Summer Programs, Vacation Programs, Youth Programs

Identifiers—American Camping Association, Children and Youth Camp Safety Act, *National Public Radio

Government regulation of children's summer camps, particularly involving health and safety standards, is discussed in a series of brief interviews with camp directors and representatives of camp associations. Transcribed from the National Public Radio weekly broadcast, "Options in Education," the program includes a lengthy montage of children's voices, giving impressions of camp experiences. Interviews focus mainly on summer camp safety legislation. An official of the American Camping Association (ACA) discusses how parents should choose a child's camp, emphasizing the need for safety standards. Instances of fraud and misrepresentation in camp advertising are described by a day camp director. Comprehensive laws dealing with youth camp safety exist in only seven states, and nearly one-half of the states have no regulations concerning personal health and medical services. Although the ACA provides strict standards, only half the camps in the United States are ACA-accredited. Legislation to create a national camp safety standard was introduced into Congress ten years ago, but has not been enacted. A coalition formed to promote camp safety legislation, consisting largely of agency camps such as Boy and Girl Scouts and the YMCA, is described. Arguments critical of Federal regulation, presented by camp directors, cite over-regulation and imposition of inappropriate or unnecessary standards. A summer camp for retarded children and a combination remedial school and day camp are also described briefly. (BF)

ED 133 086 PS 009 050

Williams, Barbara B.

The Relationship Between Lateral Dominance and Divergent Cognitive Thought.

Pub Date Apr 76

Note—15p; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, New York, April 22-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, Creativity Tests, *Divergent Thinking, *Elementary Education, *Elementary School Students, *Lateral Dominance, Literature Reviews, Thought Processes, Verbal Ability

Identifiers—*Brain Hemisphere Research, Harris Test of Lateral Dominance, Torrance Tests of Creative Thinking

This study was designed to explore the relationship of lateral dominance to divergent cognitive thought. According to the screening results of the Harris Tests of Lateral Dominance, 36 subjects ranging from 9-12 years were divided equally into three groups of left, right, and mixed lateral

dominance. In order to measure divergent cognitive thought, the Torrance Tests of Creative Thinking, Verbal Tests, Form A and Figural Tests, Form A were administered and scores reported in terms of seven subscores of both verbal and figural fluency, flexibility and originality, and scores for figural elaboration only. A two-way analysis of variance procedure reported a significant difference existed between the lateral dominance of the individuals with regard to their mean scores on the Torrance Tests of Creative Thinking at the .01 level of confidence. In order to locate the exact source of variance, further investigation was necessary. A one-way analysis of variance of the main effects was performed and results indicated that a significant difference existed within the two categories of verbal fluency and figural elaboration at the .05 level. That is, the group demonstrating left lateral dominance performed significantly better on those two subscores. (Author/MS)

ED 133 087 PS 009 051

Barbour, Nita Hale

Teacher Verbal Behavior and Its Relationship to Growth in Child Language.

Note—27p; Reproduced from best copy available, some pages may be marginally legible

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Language, Classroom Observation Techniques, *Language Development, Post Testing, Preschool Children, *Preschool Education, Pretesting, Sentence Structure, *Student Teacher Relationship, *Teacher Behavior, Teaching Methods, *Verbal Communication

Identifiers—Peabody Picture Vocabulary Test, PPVT, Withall Social Climate Index

The purpose of this study was to examine specific features of child language change as determined by change in vocabulary, complexity of sentences and functional use of sentences, and relationships of these changes to the teachers' facilitative or directive verbal behavior. Subjects were 112 nursery school children. Teacher verbal behavior was measured by the Withall Social Climate Index resulting in a facilitative score and a directive score for each teacher. Child language change was determined by a pretesting and post-testing with the Peabody Picture Vocabulary Test and with an Analysis of 50 Consecutive Statements. Within the limitations of this study and from the findings, it was concluded that teachers consistently used a pattern of facilitative or directive verbal behavior in their classrooms; that language for 4-year-old children in this study, as measured by the instruments used, continued to change in the 6-month period; and that for children in this sample, change in use of complexity of sentences was greater in classrooms in which teachers used more directive verbal behavior. In the other aspects of language change studied, language of the children in this sample developed fairly consistently irrespective of teacher verbal behavior as measured by the Climate Index. (Author/MS)

ED 133 088 PS 009 054

Evaluation of Project Inspire: Title III Evaluation Project. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation; G & G Associates, Inc., Silver Spring, Md.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Contract—1097-AA-NS-0-5-GA

Note—51p; For related documents, see PS 009 053 and PS 009 055

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Adolescents, Attendance, Behavior Problems, Classroom Environment, College Students, Dropout Prevention, *Interpersonal Competence, *Junior High Schools, Mental Health, *Pilot Projects, Program Descriptions, *Program Evaluation, Questionnaires, School Attitudes, *Student Attitudes, Student Teacher Relationship, Student Volunteers, Teacher Attitudes, Teacher Role

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project Inspire

This final report is an evaluation of Project Inspire, a program designed to create within the school setting a positive framework and atmosphere for learning through efforts directed

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toward students and teachers. Conducted at the Francis Junior High School in North-West Washington, D.C., Project Inspire aimed to improve academic achievement, attendance, and attitudes by means of a multi-faceted program emphasizing scheduled group sessions, improved communications, and attention to emerging adolescent needs. Included is: (1) a description of the project; (2) methods and procedures used (including instrumentation, sampling schedule of activities and data collection and analysis); (3) results and analysis of data; and (4) conclusions and recommendations. Findings are presented in terms of program objectives: increased positive feelings toward school, increased academic achievement, reduction of tardiness, absenteeism, dropout rate and critical classroom incidents, decreased use of suspensions, and decrease in punitive detentions. (Author/MS)

ED 133 089 PS 009 059

Where Do the Children Play? A Manual for Latch Key Child Development Programs.

YMCA of Metropolitan Portland, Oreg.
Pub Date 76
Note—98p.

Available from—YMCA Latch Key, 831 S.W. 6th Avenue, Portland, Oregon 97204 (\$8.95)

Document Not Available from EDRS.

Descriptors—After School Activities, *After School Programs, Childrens Games, *Day Care Programs, Day Care Services, *Early Childhood Education, *Elementary Education, *Guidelines, Parent Participation, Physical Facilities, *Program Administration, Program Budgeting, Program Design, Program Evaluation, Program Planning, Staff Utilization

Identifiers—*YMCA Latch Key Child Development Programs

This manual outlines the goals, guidelines, and requirements of Y.M.C.A. Latch Key Child Development Programs, which provide before- and after-school day care services for children who otherwise might be at home with no adult supervision. Included is information on how to begin a program, enrollment procedures, facilities, space utilization, daily scheduling, transportation, food service, program suggestions, games, arts, crafts, parent involvement, parent counseling, referrals for social services, personnel policy volunteers, staff training, guideline and evaluation, budgeting, funding, audit procedures, program evaluation, and public relations. Child development and curriculum resources and suggested readings are also included. (SB)

RC

ED 133 090 RC 000 592

Nachtigal, Paul M.

Colorado Western States Small Schools Project.

Annual Report, July 1, 1962-June 30, 1963.

Colorado Western States Small Schools Project,

Denver.

Pub Date Sep 63

Note—176p.; For related document, see ED 011

791

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Annual Reports, Conferences,

*Educational Alternatives, Independent Study,

Instructional Materials, Language Arts, Mathematics,

*Program Descriptions, *Program

Evaluation, *Rural Areas, *Small Schools,

Teacher Education, Telephone Instruction, Un-

graded Programs, Workshops

Identifiers—*Colorado, *Western States Small

Schools Project

At the time of this report, the Western States

Small Schools Project (WSSSP) had completed

one full year of operation (1962-63) in the

schools of Arizona, Colorado, New Mexico,

Nevada, and Utah. Major WSSSP objectives are

identified as: developing ungraded programs (K-

12); developing appropriate uses of programmed

materials; providing teacher preparation for small

schools and rural living; and developing ap-

proaches to school board members' orientation

to the education problems of rural America. Using

a case study approach to the evaluation of the

total project, data collected at the beginning of

the project and again at its completion are to be

analyzed in terms of observable changes resulting

from project activities in each participating

school. Among the activities cited in this

Colorado report are: advisory meetings; regional workshops; a superintendent's conference; a scheduling conference; an amplified telephone project; and an annual summer workshop. Also, this report contains the names of administrators, teachers, and a short description of WSSSP proposals. Reports are presented for project activities which have progressed far enough to have some significant findings re: the utilization of programmed type materials in English; a general music class; independent study in science; individualized instruction in mathematics and language; and the telephone method of teaching in a non-graded school. (JC)

ED 133 091 RC 000 898

Higgs, Norman E.

A Plan for Individualizing Instruction for the

Senior Government Class Through Use of

Problem Solving Units. Colorado Western States

Small Schools Project Documentation (Silverton

High School, Silverton, Colorado, 1963-64).

Colorado Western States Small Schools Project,

Denver.

Pub Date 64

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Resources, Decision

Making, *Educational Alternatives, Grade 12,

Hypothesis Testing, *Individualized Instruction,

Motivation, *Problem Solving, Rural Areas,

Secondary Education, *Small Schools, *Social

Studies, Student Attitudes, Student Evaluation,

Student Teacher Relationship, Teaching

Methods

Identifiers—*Colorado (Silverton), *Western

States Small Schools Project

During the 1963-64 school year, a secondary

teacher from the rural isolated area of Silver-

ton, Colorado initiated an individualized program

in problem solving for a senior social studies class

(N=8-10). Utilizing community resources, the

instructor planned several units on government,

while the students selected resource materials

from the library. Each unit involved a period of

investigation (individualized data gathering pro-

jects); group discussion and activities (hypotheses

exploration); and individualized hypothesis

evaluation. Evaluation criteria established by student-

teacher consensus were used to evaluate

each student in terms of: conflicting data; logical

solutions; satisfaction of student curiosity; student

stimulation; use of student ability; and student at-

titude. Objective unit tests were designed to elicit

the solution to a problem so that students would

take a position making all answers relate to that

position. Examining grading criteria, evaluative

and open student questionnaires, and personal

observations, the teacher evaluated the project in

terms of student, teacher, school, and community

improvement. Results indicated students: engaged

in critical thinking; were interested and worked

effectively in problem solving; better understood

the areas covered; developed skills in decision

making and research. Problems encountered were

difficulties with: slow students and problem solv-

ing; covering desired material; keeping all stu-

dents working; and finding sufficient resources.

(JC)

ED 133 092 RC 000 899

Gibbs, Doris

A Plan for Individualizing Instruction in Seventh

Grade Mathematics Through the Use of Multi-

Level Textbooks. Colorado Western States

Small Schools Project Documentation (Ridgway

High School, Ridgway, Colorado, 1963-64).

Colorado Western States Small Schools Project,

Denver.

Pub Date 64

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Aptitude,

Comparative Analysis, Educational Alternatives,

*Grade 7, *Individualized Instruction,

*Modern Mathematics, Post Testing, Pretest-

ing, *Rural Areas, *Small Schools

Identifiers—*Colorado (Ridgway), *Western

States Small Schools Project

Seventh grade students (N=9) from a small

rural school in Ridgway, Colorado were exposed

to a teacher-developed individualized program in

modern math during the 1962-63 school year and

again the following year. The students were di-

vided into an average and above group and a below average group; group assignments were determined by IQ scores, the California

Arithmetic Test for Junior High (grade placement

and percentile standing), and consultations with

the student's former math teacher. Classroom

procedures involved: use of two texts (one for

each group); a self-paced format wherein stu-

dents had access to problem answers and were

required to test themselves only when they felt

ready (a score of 80 or above was generally

required for all but the poorest students); and no

assigned homework. Each student was evaluated

by September and May comparisons of SCAT,

STEP, arithmetic, aptitude, and grade placement

scores. Results indicated: the poorest student

made an improvement of nearly one whole grade

placement; the poorest improvement was .4% of

a grade placement (slightly higher than average);

and the two best students improved 2.4 and 3.4

grade placements. Changes affected during the

1963-64 school year involved: student goal

setting; required homework (20 minutes); special

projects; and different forms of the California test

(results indicated gains, though not as large as

those of the previous year). (JC)

ED 133 093 RC 002 238

Jesser, David L.

Report of Books for Children Project. Nevada

Western States Small Schools Project, 1966.

Nevada Western States Small Schools Project,

Carson City.

Pub Date 6 Dec 66

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childrens Books, *Economically

Disadvantaged, Elementary Schools, Grants,

Literature Appreciation, *Program Descriptions,

Recreational Reading, *Rural Youth,

*Small Schools

Identifiers—*Nevada, *Western States Small

Schools Project

A Nevada program under the auspices of the

Western States Small Schools Project and aimed

at providing "enjoyment" reading for small ru-

rally disadvantaged schools is described in this

report. Included in this program description are:

(1) Introduction (a description of the rural, low-

income, target population); (2) The Proposal

(states that a collection of enjoyment reading

books be placed in approximately 15 of Nevada's

rurally deprived elementary schools); (3)

Procedures (describes the formation of a commit-

tee of four to determine the target schools and

assemble representative book titles as determined

by the teachers in each school); (4) Table I

(tabular data re: Nevada schools receiving books

under the proposal together with amounts to be

expended); (5) Table II (tabular data re: Nevada

schools receiving books under the proposal

together with actual and encumbered expendi-

tures); (6) Map of Nevada Schools Receiving

Books. The grant of \$3,000 received from the

Fund for the Advancement of Education in 1966

through the Western States Small Schools Project

is described in the proposal as being used for

books not to be accessioned to the library list and

for books to be considered expendable, if lost.

(JC)

ED 133 094 RC 002 514

Tremlett, Willard L. And Others

Small School Design in Practice. Central Ideas --

Focus on The Catskill Area Project.

lated community-school atmosphere, and shared services); (3) CAPSSD Correspondence Courses (emphasis on reduction of schedule conflicts, academic curriculum enrichment, and extended vocational services via supervised correspondence courses serving multiple classes, educational acceleration and exploration, transfer students, repeaters, alternate year courses, and college preparation); (4) CAPSSD Multiple Classes (describes the way in which different subjects taught at different levels in the same room promote student responsibility, cooperation, better student-teacher relationships, maximum use of ability); (5) CAPSSD School Aides (use of aides to conduct teacher housekeeping duties, freeing the teacher to teach); (6) Enrichment Opportunities for Teachers and Students (college courses, summer workshops, study groups, inter-school cooperation); (7) Organization of Small Schools for Coordinated Improvement (federation vs centralization, freedom vs control, cooperating institutions, etc.). (JC)

ED 133 095 RC 003 130

Goodman, Darrell

Programmed Mathematics, Quemado [New Mexico] High School.

New Mexico Western States Small Schools Project, Santa Fe.

Spons. Agency—Ford Foundation, New York, N.Y.

Pub Date Nov 65

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administration, Carrels, Class Organization, Educational Objectives, Grading, *Individualized Instruction, *Mathematics, Organization, Problems, *Programmed Materials, Rural Areas, *Secondary Education, *Small Schools, Teacher Aides

Identifiers—*New Mexico (Quemado), *Western States Small Schools Project

In an effort to resolve the small school problems of limited math offerings, small classes, scheduling, and teacher overload, a secondary teacher from Quemado, New Mexico (a rural area) initiated use of five different programmed mathematics courses in one class period. Objectives were to: increase math offerings; decrease scheduling problems; increase motivation; provide for individual differences; meet requirements re: modern math and examining bodies; limit heavy grading duties; promote student development in formula solving, graph reading and construction, math nomenclature, etc.; and increase teacher time for individualized and/or group instruction. Employing a teacher's aide, a grading system built upon point accumulation, and student carrels, programmed courses in basic math, beginning and advanced algebra, plane geometry, and trigonometry were offered twice daily in two 45 minute periods. Results indicated: high student interest at the beginning of the year with a gradual slow down, particularly among the slower students; difficulty in getting all students to work at a rate commensurate with their ability; most teacher attention directed at slow students; increased teaching demands; and increased course completion by graduating seniors (the appendices presents a 1959-65 breakdown of course completion, the grading system, and a student's evaluation of programmed instruction). (JC)

ED 133 096 RC 009 553

Zaslavskaja, Tatiana Ivanovna. *And Others*
Multidimensional Typology of Rural Communities as a Means of Studying Employment Structure.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—28p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Community Change, *Community Development, *Employment Patterns, Foreign Countries, Human Capital, Living Standards, Rural Areas, *Rural Development, *Social Development, Social Indicators, Social Services, *Socioeconomic Influences, Trend Analysis, *Typology

Identifiers—*Siberia, USSR, World Congress of Rural Sociology (4th)

The prediction, planning and management of the social development of a rural region presupposed typologization of its communities. This

study aimed to: build an overall social typology of the rural communities in Siberia; elucidate the role of employment structure among other type-forming factors of social differentiation; build a special typology of communities by employment structure; investigate the essence and intensity of the shifts in the employment structure between 1967 and 1972; and study the relationship of dynamic shifts in employment to its initial structure in 1967. Data were derived from 2 surveys which described 157 rural communities in Siberia by several social indicators in 1967 and 1972. A "linguistic method" of data processing on computer which combined factor analysis with automatic classification of objects was used. It was shown that the differences in the social status of certain communities were reduced to differences by three factors: social-branch employment structure, educational level, and level of social services rendered to the population. Concurrent examination of the first two factors discerned community types with different social, industrial, and skill structure of employment. The analysis of dynamic shifts between 1967 and 1972 indicated that their nature was essentially different for those community types which were discerned according to the 1967 statistics. (Author/NQ)

ED 133 097 RC 009 555

Tapilina, Vera Sergeevna

Typology of Leisure of Rural People.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—25p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Age, Behavior, Community Development, Demography, Foreign Countries, *Leisure Time, *Life Style, Recreation, *Rural Population, Sex Differences, Social Systems, *Socioeconomic Influences, *Typology

Identifiers—*USSR (Novosibirsk), World Congress of Rural Sociology (4th)

Utilizing data from a 1972 sociological survey of rural inhabitants working in the public economy of the province of Novosibirsk, this study examined leisure as an element of the residents' life style. Rural residents with common leisure behaviors were identified through the classification of the behavior's function and quality. Leisure functions were classified as: recreation—walks in the woods, fishing, hunting, hiking; spiritual consumption—reading, concerts, seeing films; and creative activity—gardening, sewing, knitting, participation in amateur theatrical societies. Each behavior was arranged by leisure diversity (number of functions performed). "Quality" of leisure (degree to which urban patterns had been assimilated) was classified as: weakly urbanized—traditional and time-honored rural leisure behaviors; middle-urbanized—oriented equally to time-honored and relatively new leisure behaviors; and urbanized—relatively new forms of leisure. Sociodemographic data of the population were also obtained—sex, age, education, skills, office, income, and the community's socioeconomic development (degree of urbanization and industrialization). Findings included: men were typical representatives of urbanized leisure and women of weakly urbanized leisure; over half of the holders of weakly urbanized leisure were in pre-retired and retired age; holders of mid-urbanized leisure were from 30 to 50 years of age; and holders of urbanized leisure were slightly younger and more educated. (NQ)

ED 133 098 RC 009 556

Nonkin, Nikolai Tikhonovich

Methodological Problems in Forecasting the Educational Potential of Rural Population.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—26p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Change Strategies, *Demography, Developing Nations, Educational Background, Foreign Countries, *Futures (of Society), *Models, Population Education, *Prediction, Research Problems, *Rural Population, Socioeconomic Influences

Identifiers—*Educational Potential, *USSR (Novosibirsk), World Congress of Rural Sociology (4th)

The change rates of sizes of groups with different educational levels are determined by demographic processes (death rates, ages, migration) and by recruitments from learning institutions and losses caused by moves into higher educational groups. The interrelationship of reproduction of individuals with different training is determined by shifts of population groups from one educational level to another. Total shifts of demographic generations through the educational sphere concurrently with movements from age to age, death rates, and migration is a process of reproduction which determines the structural dynamics of a population's educational potential. This potential's forecasting can be developed only by considering the demographic mechanism of the population's education reproduction in conjunction with its demographic projection. However, first it is necessary to: examine the static structure of population by education, in a form in which it presents itself at each time period; study the temporal patterns of its development; and represent these concepts in a model synthesizing both static and dynamic aspects of population education reproduction. A simulation model of this process has been devised at the Institute of Economics and Industrial Engineering, Siberian Branch of the U.S.S.R. Academy of Sciences, with the computer implementation of its algorithm. This paper summarizes the experience in using this simulation system for the development of long-run predictions of rural population distribution according to education. (NQ)

ED 133 099 RC 009 557

Khakulina, Liudmila Alexandrovna

An Attempt at Constructing Social Indicators for Integrated Study of Rural Development.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—23p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Economic Development, Foreign Countries, *Interdisciplinary Approach, Life Style, Models, *Rural Development, Social Development, *Social Indicators, *Systems Approach, *Systems Development

Identifiers—*USSR (Novosibirsk), World Congress of Rural Sociology (4th)

A system of social indicators for the integrated and systemic study of rural socioeconomic development was constructed. Specific features of the system were that it: (1) embraced nearly all aspects of life activity of the rural population, ranging from work in the public sector to leisure behaviour; (2) included social indicators which measured the life style of rural dwellers, their qualitative characteristics and some of their attitudes as well as the conventional statistics assessing the functions of economic institutions and the distribution of population among social groups; and (3) relied on a systemic conceptual framework of socioeconomic development of rural communities. This paper describes the main stages in the system's development. Some methodological principles of devising systems of social indicators for integrative study of socioeconomic development of rural communities are discussed. Emphasizing the need to use scholars engaged in different rural studies as judges for the selection of necessary indicators, two ways of constructing social indicators—empirical and theoretical—are presented. (NQ)

ED 133 100 RC 009 558

Barthelmann, Robert

The Relationship Between Town and Country as a Factor Pertaining to Environmental Engineering and the Development of Ways of Life in Rural Areas.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—13p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Community Development, *Environmental Influences, *Environmental Research, Foreign Countries, Hu-

manization, Industrialization, *Life Style, Regional Planning, Relationship, *Rural Areas, Rural Economics, Social Factors, Socialism, *Social Systems, Socioeconomic Influences, Spatial Relationship
 Identifiers—*East Germany, World Congress of Rural Sociology (4th)

The relationship between town and country as a factor pertaining to the development of the environment and the ways of rural life is illustrated by the experience gained during the development of the German Democratic Republic. Within the framework of socialised production and the whole social and political life under socialist conditions, town and country form a single entity. The development of industry is generally a determinant factor for the town, which socially and politically form the centres of the working class. Determinant for the land are generally agriculture and the cooperative farmers who are closely allied to and approaching the working class. A peculiarity associated with agricultural production is that the natural environment is utilised for the satisfaction of human needs. The expression of the ability of agricultural industry to continually reproduce and improve the natural resources which have been used is an important problem associated with the society's development and growth. Fundamentally necessary conditions for this ability are created by the town's industries, the building industry, the sciences, educational facilities, and other social institutions. The achievements of the working class, the intelligentsia and others gainfully employed in society serve the agricultural industry. The financial and material means for the development of an intensive, highly productive agricultural industry are produced not only by the agricultural industry itself, but come, to a certain extent, from socialised funds. (NQ)

ED 133 101 RC 009 559

Photiadis, John Simoni, Joseph J.

The Changing Nature of Rural Religious Institutions.

Pub Date Aug 76

Note—23p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, Christianity, *Church Role, *Comparative Analysis, Foreign Countries, Futures (of Society), Identification (Psychological), Interaction Process Analysis, International Studies, *Religion, *Rural Areas, Social Change, *Social Integration, Social Systems, State Church Separation, Values
 Identifiers—*Appalachia, *Greece, United States, World Congress of Rural Sociology (4th)

The contributions to societal integration of the flexible and diversified religious institution of rural Appalachia in the United States were compared and contrasted with the contributions of the more or less monolithic and state-controlled rural church in Greece. It was found that the process of integration of rural society into the larger social system has been better served in the U.S., particularly in rural Appalachia, than in European countries, especially Greece. Religious pluralism in Appalachia has functioned to alleviate the anxieties of the socially maladjusted whose needs are not met by other established social institutions, and also has displayed the flexibility needed to function as a status maintenance and stabilization vehicle for those who have done well (having achieved social mobility) in society. Thus, in addition to its generally pluralistic nature, and skillfulness in securing membership and participation, the Appalachian rural religious institution has provided more opportunities than the rural Greek church (and probably other European churches) for the alleviation of anxieties produced by modern societal changes. These research findings offer support for surveys which indicate that the U.S. religious institution, as compared to other Christian nations, especially European ones, has been the most successful in this respect. (Author/NQ)

ED 133 102 RC 009 570

Ryvkina, Rozalina Vladimirovna Koriakina, Irina Mikhailovna

Comparative Characteristic of Job Mobility and Job Career of Different Demographic Groups in Rural Population.

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—20p; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, *Age, Career Change, Career Ladders, *Comparative Analysis, Employment Experience, Foreign Countries, Job Tenure, Labor Force, *Males, Occupational Clusters, *Occupational Mobility, *Rural Population, Sex Differences, *Working Women

Identifiers—*USSR (Novosibirsk), World Congress of Rural Sociology (4th)

The job mobility and job career of rural women of three generations (16-29, 30-54, and 55 and older) were compared to those of rural men. Data were derived from questionnaires given to the rural people of the Novosibirsk province during surveys conducted in 1967 and 1972. Two data arrays were used—605 questionnaires mechanically selected from the 1967 sample and 2,300 questionnaires of workers interviewed in 1972. Two types of mobility were discerned: horizontal and vertical. Jobs were classified into eight groups according to the nature of work (manual-nonmanual, supervising-non-supervising), required education (comprehensive and special), and wages: labourers, farm labourers, junior attendants, animal breeders—pig tenders, cowherds, cow keepers; animal breeders—milkmaids, calfwomen, poultry women; workers in services sphere and clerical workers; equipment, tractor and combine operators, truck drivers, plumbers; specialists of middle-level skills and middle-level managers; agriculturalists; and key specialists and top managers. Degree of mobility was measured by the number of jobs held during their work history. Findings included: women were less mobile; younger workers were considerably more mobile than the aged; among all groups vertical mobility prevailed over horizontal; the percentage of upward mobility was twice as high as downward mobility; the number of women with upward job careers was half that of men; and the job career of women was on the average shorter than that of men. (NQ)

ED 133 103 RC 009 571

Bame, K. N.

Some Traditional and Modern Media for Generating Social Change in Rural Africa: A Study of Some Traditional and Modern Media for Communicating Family Planning in Ghana.

Pub Date Aug 76

Note—48p; Not available in hard copy due to marginal legibility of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adoption (Ideas), Change Strategies, Comparative Analysis, Developing Nations, *Family Planning, Folk Drama, Foreign Countries, Group Discussion, Illiterate Adults, *Information Dissemination, *Mass Media, *Rural Population, *Rural Urban Differences, *Social Change, Urban Population

Identifiers—Africa, *Ghana, World Congress of Rural Sociology (4th)

Conducted in two phases, the study assessed and compared the effectiveness of various modern mass communication media and two traditional media for communicating the idea of family planning in Ghana. The comic or concert party play and the town or village discussion were used as the traditional modes of communication; the modern media used were the radio, television, mobile cinema vans, handbills in English and local languages, posters, and personal contacts by field workers. The sample consisted of 1,985 married individuals between 15 and 45 years of age from 4 rural and 3 urban communities—Tsito, Essarkyir, Kurosum, Badu, Adabraka, and Efiduasi. In the first phase, a comic play based on family planning was performed and discussions by town or village family planning discussion groups were held in the rural communities. In the second phase, respondents in all 6 communities were interviewed using a 38-item questionnaire. A focused interview (with persons who had actually attended the comic play) was conducted using a shorter 4-page questionnaire. Findings included: urban respondents named modern media as the source of their family planning information more

often than the rural respondents; literate respondents named the modern media as the source of their information while illiterate respondents named the traditional media as their source; and a higher percentage of the literate than the illiterate had adopted family planning. (NQ)

ED 133 104 95 RC 009 574

Apodaca, Raymond D.

Directory of Information on Health Careers for American Indians.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Contract—400-75-0025

Note—29p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-043, \$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American Indians, *Career Opportunities, Careers, Community Agencies (Public), *Directories, *Educational Programs, Grants, *Health Occupations, Private Agencies, Scholarships, Special Programs, *Student Financial Aid, Training

Identifiers—*Indian Health Service

Designed to provide access to information on health and health-related careers for American Indians, this directory presents the following: (1) Introduction (describes the need for American Indian health professionals and presents statistics on the number of Indians needed in the major health careers); (2) General Health Career Information (7 entries re: trends, statistics, programs, etc.); (3) Health and Health-Related Career Information (84 names and addresses of associations, agencies, specialized colleges, societies, programs, etc.); (4) Financial Planning Information (13 names and addresses of agencies supplying financial planning information); (5) Financial Aids, Grants, and Scholarship Programs for American Indians (8 names and addresses of health and general financial resources allocated especially for Indians); (6) General Financial Aids, Grants, and Scholarship Programs (22 entries); (7) Private and Organizational Financial Resources (31 names and addresses of funds, foundations, and associations); (8) Special Indian Programs in Health Careers (16 entries); (9) Training and Education Programs of the Public Health Service/Indian Health Service (14 entries as listed in the 1970 Department of Health, Education, and Welfare publication "New Careers in the Indian Health Program"). (JC)

ED 133 105 RC 009 577

Attneave, Carolyn L. Beiser, Morton

Service Networks and Patterns of Utilization: Mental Health Programs, Indian Health Service (IHS). Volume 1: Overview and Recommendations.

Washington Univ., Seattle.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

Pub Date 75

Contract—IHS-HSM-110-73-342

Note—190p; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Agency Role, Alcoholism, *American Indians, Consultation Programs, *Delivery Systems, Drug Abuse, Health Services, History, Interagency Cooperation, *Mental Health Programs, Paraprofessional Personnel, Professional Personnel, *Program Descriptions, Program Effectiveness, *Program Evaluation, *Regional Programs, Suicide, Synthesis

Identifiers—*Indian Health Service, Indian Mental Health Project

Constituting an overview of a 10-volume report on the historical development and contemporary activities (1966-1973) of each of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this volume includes: the methods used for data collection (personal interviews with both past and present IHS key officials, area site visits, and examination of area reports); the report's limitations; the historical context for viewing the introduction of Mental Health Programs into IHS; the Headquarters for Mental Health Programs located in Albuquerque, New Mexico; the major accomplish-

ments of IHS Mental Health Programs; selected themes appearing in the Area narratives (often in terms of polarities of opinion and practice); and 76 specific recommendations for identified problem areas. Recommendations re: issues yet to be resolved include: need for epidemiologic data; adaptation and integration of mental health services with indigenous cultures and practices; balance between direct and indirect mental health services; mental health consultation activities with other IHS staff and external agencies; services for special populations; alcoholism and alcohol abuse; drug abuse and inhalants; accidents, violence, and suicide; issues internal to IHS and mental health program administration (evaluation; recruitment, selection and retention of professional and paraprofessional personnel; institutional racism; etc.). (JC)

ED 133 106 RC 009 578

Atneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization:
Mental Health Programs, Indian Health Service
(IHS). Volume 2: Aberdeen Area, 1965-1973.
Washington Univ., Seattle.

Spons Agency—Health Services Administration
(DHEW/PHS), Rockville, Md. Indian Health
Service.

Pub Date 75

Contract—IHS-HSM-110-73-342

Note—234p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Activities, *American Indians, Boarding Schools, Cultural Background, *Delivery Systems, Health Services, History, Interagency Coordination, *Mental Health Programs, Models, Objectives, Problems, *Program Descriptions, *Program Development, Program Effectiveness, *Regional Programs, Research Reviews (Publications), Reservations (Indian), Staff Improvement, Suicide, Tribes
Identifiers—*Indian Health Service (Aberdeen Area), Indian Mental Health Project

The second volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Aberdeen Area Office. Included in this document are: (1) Description of the Area (geography of the Area's Western Portion and tribal and cultural background of the woodland tribes and the Sioux Reservations); (2) Development of Mental Health Services and Programs: Social Service Branch: 1955-65 (initial programs, Canton National Insane Asylum Aftermath, Flandreau Boarding School Project, and Deputy Social Service Chief for Mental Health); (3) Pine Ridge Community Mental Health Program (1965-66, Pine Ridge Mental Health Program overview, and research bulletin/publication highlights); (4) Expansion from Area Office to Other Service Units (1971-72, consultation model, 1969-73 suicide rates, service unit staffing patterns, North Dakota coordination, Social Service Branch and Mental Health Programs fusion, area-wide program/staff development, and the Bemidji Sub-Area); (5) Overview and Area-Wide Activities (Area Office functions, career ladder development, staff teaching activities, goals and format, and 1973 staff activities survey); (6) Service Unit Capsule Descriptions: 1973; (7) Summary (problems and achievements); (8) Appendices (1969-73 suicide statistics, Mental Health Worker Position Series Proposal, and treatment goals and intervention levels). (JC)

ED 133 107 RC 009 579

Atneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization:
Mental Health Programs, Indian Health Service
(IHS). Volume 3: Alaska (Anchorage) Area,
1966-1973.

Washington Univ., Seattle.
Spons Agency—Health Services Administration
(DHEW/PHS), Rockville, Md. Indian Health
Service.

Pub Date 75

Contract—IHS-HSM-110-73-342

Note—136p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Agency Role, *Alaska Natives, American Indians, Budgets, Cultural Background, *Decentralization, Delivery Systems, Demography, Health Services, In-

teragency Cooperation, *Mental Health Programs, Paraprofessional Personnel, Problems, Professional Personnel, *Program Descriptions, *Program Development, Program Effectiveness, *Regional Programs, Tables (Data)

Identifiers—*Indian Health Service (Alaska Area), Indian Mental Health Project

The third volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Alaska Area Office. Included in this document are: (1) The Context (geography and demography of Alaska, IHS and regional relationships with other agencies); (2) The Initial Stage: Introduction of IHS Mental Health Services (the original mental health unit and the concept of patients as people); (3) Growth: Development of Specialized Services (whether to be a special medical ward, psychological school consultations, alcoholism programs, and training with police and state troopers); (4) Expansions: Development 1968-1973 (budget and personnel changes, dividing responsibility with the State Department of Mental Health, and reciprocity through consultation); (5) Decentralization (Nome 1971-72 IHS mental health activities, Anchorage's Alaska Native Medical Center, other service units, and summary); (6) Patient Characteristics and Flow; (7) An Overview (current and potential problems—urban emphasis, staff morale, paraprofessional utilization, budget, need for epidemiology, administrative clarity, etc.—and achievements—balanced development, personnel retention, relationships with other agencies, patient involvement, developmental tasks, and evaluation); (8) Appendix. (JC)

ED 133 108 RC 009 580

Atneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization:
Mental Health Programs, Indian Health Service
(IHS). Volume 4: Albuquerque Area, 1966-
1973.

Washington Univ., Seattle.

Spons Agency—Health Services Administration
(DHEW/PHS), Rockville, Md. Indian Health
Service.

Pub Date 75

Contract—IHS-HSM-110-73-342

Note—111p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Activities, Administration, Alcoholism, *American Indians, Child Care, Conflict, Cultural Background, *Delivery Systems, Facilities, Geographic Location, History, *Mental Health Programs, Problems, Professional Personnel, *Program Descriptions, *Program Development, *Regional Programs, Special Programs

Identifiers—*Indian Health Service (Albuquerque Area), Indian Mental Health Project

The fourth volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Albuquerque Area Office. Included in this report are: (1) The Context (geographic distribution; IHS facilities; population served; and culture of the American Indians served—Pueblo, Ute, Jicarilla Apache, and Mescalero Apache); (2) Introduction of Mental Health Services (personnel for 1967, 1968, and 1969 summer); (3) Expansion and Development of Mental Health Programs (continuation of the Northern Section; tensions between two psychiatrists, administration from 1970 to the present, hiring mental health coordinators from 1970 to the present, the 1971 clinical psychologist and the development of St. Catherine's School Project and other activities at Laguna and Acoma); (4) Rounding Out Program Development (contract care in the mental health program with emphasis on inpatient and alcoholism services and the children's program, 1972 to present staff completion, special interest in alcoholism program developments, and current Jemez and Mescalero developments); (5) General Observations (description of staff consultation activities, 1974 change of command, problems, and accomplishments). (JC)

ED 133 109 RC 009 581

Atneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization:
Mental Health Programs, Indian Health Service
(IHS). Volume 5: Billings Area, 1963-1973.
Washington Univ., Seattle.

Spons Agency—Health Services Administration
(DHEW/PHS), Rockville, Md. Indian Health
Service.

Pub Date 75

Contract—IHS-HSM-110-73-342

Note—243p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Agency Role, Alcoholism, *American Indians, Budgets, Cultural Background, Decentralization, Delivery Systems, Demography, Facilities, Fellowships, Health Services, *Mental Health Programs, Problems, Professional Personnel, *Program Descriptions, *Program Development, Program Effectiveness, *Regional Programs, *Reservations (Indian), Tables (Data), Transportation, Vocational Development

Identifiers—*Indian Health Service (Billings Area), Indian Mental Health Project

The fifth volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Billings Area Office. Included in this document are: (1) General Description (geography, demography, and transportation facilities and problems); (2) Social Service Branch Sponsorship Prior to 1969 (development of consultation contracts 1963-68, report prepared for budget hearings December 1968, and outline for Mental Health Career Development Fellowship Hearings December 1968); (3) Continuity: First Chief of Billings' Mental Health Programs (expanding the role learned as a resident, expansion of service unit staffing, serving as an IHS consultant); (4) Discontinuity: Second Chief of Mental Health Programs (two chiefs at once, a new model of service standards, status and power struggles mirrored in the service units, and educational network developed); (5) Efforts to Restore Stability (Associate Arts degree in human services contract, alcoholism program, and decentralized deployment staff); (6) Current Status of Service Unit Programs: 1973 (program descriptions of: Blackfeet, Flathead, Rocky Boy's, Fort Belknap, Fort Peck, Crow, Northern Cheyenne, and Wind River reservations; Intermountain School; and detoxification programs); (7) Summary and Concluding Comments (achievements and problems). (JC)

ED 133 110 RC 009 582

Atneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization:
Mental Health Programs, Indian Health Service
(IHS). Volume 6: Navajo (Window Rock) Area,
1966-1974.

Washington Univ., Seattle.

Spons Agency—Health Services Administration
(DHEW/PHS), Rockville, Md. Indian Health
Service.

Pub Date 75

Contract—IHS-HSM-110-73-342

Note—117p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administration, Advisory Committees, *American Indians, Clinics, Cultural Background, Decentralization, *Delivery Systems, Geography, Health Services, *Mental Health Programs, Models, Problems, Professional Personnel, *Program Descriptions, *Program Development, *Regional Programs, Synthesis, Tribes

Identifiers—*Indian Health Service (Navajo Area), Indian Mental Health Project

The sixth volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Navajo (Window Rock) Area Office. Included in this document are: (1) The Context (geography and description of the Dine, a tribe and a people); (2) Early Development (office in a brief case, addition of mental health workers, Navajo professionals, and decentralized operations with an Area Office); (3) Service Unit Programs (Tuba City's setting and staff, development of a mental

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health clinic, development of direct services in the first year, case summary for 1969-71, school program, aftermath following the introductory years, second professional, direct clinic services, and third change of senior staff in 1973; Gallup's outpatient services and Gallup Ward; Shiprock; Chinle; Fort Defiance; Winslow; and Crown Point; (4) Special Area Programs (Toyei BIA School's model dormitory and the Medicine Man Training Program); (5) The Change of Command (first Indian Chief of Area Mental Health Programs, 1972-73 overview, 1973-74 overview, and Navajo Health Advisory Board); (6) Summary (problems in 1973 and progress to date). (JC)

ED 133 111 RC 009 583

Attneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization: Mental Health Programs, Indian Health Service (IHS). Volume 7: Oklahoma City Area, 1969-1973.

Washington Univ., Seattle.
 Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

Pub Date 75
 Contract—IHS-HSM-110-73-342
 Note—169p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Activities, Advisory Committees, *American Indians, Clinics, Cultural Background, *Delivery Systems, Demography, Geography, Health Services, History, *Mental Health Programs, Planning, Problems, Professional Personnel, *Program Descriptions, *Program Development, Program Evaluation, *Regional Programs, Reservations (Indian), Training, Tribes

Identifiers—*Indian Health Service (Oklahoma City Area), Indian Mental Health Project

The seventh volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Oklahoma City Area Office. Included in this document are: (1) General Description: Geography and Demography (population; geographic features; and historical development including the Trail of Tears and eastern tribal removals, the 100th meridian, statehood, contemporary Oklahoma, Kansas, and tribes associated with service units); (2) Development of Mental Health Services (non-reservation dilemmas, State services prior to 1969, planning for IHS, first psychiatric staff, Central Oklahoma Service Units, Western Oklahoma, Eastern Oklahoma, and Kansas Service Unit: reservations and Haskell College); (3) Development of Special Mental Health Positions (mental health educator, clerk as entry to mental health worker position); (4) Overview of Oklahoma City Area Mental Health Programs (Area Office; Service Unit staff and activities including stability of personnel, clinical services, and consultation relationships; staff training; and Indian Advisory Board relationships re: planning, coordination, and evaluation); (5) Summary (achievements and problems yet to be solved). (JC)

ED 133 112 RC 009 584

Attneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization: Mental Health Programs, Indian Health Service (IHS). Volume 8: Phoenix Area, 1966-1974.

Washington Univ., Seattle.
 Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

Pub Date 75
 Contract—IHS-HSM-110-73-342
 Note—212p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Activities, *American Indians, Annual Reports, Decentralization, *Delivery Systems, Geography, History, *Mental Health Programs, Policy Formation, Political Influences, Problems, Professional Personnel, *Program Descriptions, *Program Development, *Regional Programs, Research and Development Centers, Reservations (Indian), Training

Identifiers—*Indian Health Service (Phoenix Area), Indian Mental Health Project

The eighth volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Phoenix Area Office and the Tucson Sub-Area Office. Included in this document are: (1) The Context: Political and Geographic (the Phoenix area as a whole, including states, offices, etc., and regional characteristics); (2) Centralized Development of Mental Health Programs in the Phoenix Area (1967-69 and the first mental health Area Chief and 1969-70 staff increases and program description); (3) 1970-72: Decentralization and the Introduction of Mental Health Technicians (professional staff changes, mental health technicians, excerpt of annual report for 1971, and training activities); (4) 1972-73: Consolidation (annual report, special consultant, and summary of policies and problems); (5) Service Unit Programs (Reno Field Office: Schurz Hospital and Stewart Indian School; Owyhee Service Unit, Duck Valley Reservation; Fort Duchesne, Utah; Hopi; White Mountain and San Carlos Apache; Pima-Maricopa Reservation, Sacaton, Arizona; Colorado River Tribes; and City of Phoenix); (6) Summary (problems and accomplishments); (7) Tucson Sub-Area (description of Papago Reservation, the Office of Research and Development, Desert Willow Training Center, Papago Health System, summary of problems and accomplishments). (JC)

ED 133 113 RC 009 585

Attneave, Carolyn L. Beiser, Morton
Service Networks and Patterns of Utilization: Mental Health Programs, Indian Health Service (IHS). Volume 9: Portland Area, 1966-1973.

Washington Univ., Seattle.
 Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

Pub Date 75
 Contract—IHS-HSM-110-73-342
 Note—185p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Activities, Alcoholism, *American Indians, Consultation Programs, Cultural Background, *Delivery Systems, Family Programs, Foster Homes, Geography, History, Interagency Coordination, *Mental Health Programs, Objectives, Problems, Professional Personnel, *Program Descriptions, *Program Development, *Regional Programs, Reservations (Indian) Transportation, Tribes

Identifiers—*Indian Health Service (Portland Area), Indian Mental Health Project

The ninth volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this report presents information on the Portland Area Office. Included in this document are: (1) The Context (early history of the Oregon Territory, geography and tribal characteristics, population of American Indians served by IHS, and Area Office and transportation links); (2) Mental Health Activities Prior to 1969 (University of Washington Medical School at Yakima and Neah Bay and Fort Hall Suicide Prevention Program); (3) First Full Time Mental Health Team in 1969 (staff; consultation patterns; objectives; and special projects such as foster homes, peptic ulcer study of Makah tribe, alcohol abuse treatment planning, etc.); (4) 1970-72 Program Development (staff and special programs/projects including Chemawa Boarding School, Warm Springs Mental Health and Alcohol Project, etc.); (5) 1973-74 Program Developments (staffing patterns; staff activity; selected Service Unit Programs including Northwest Coastal tribes, Rocky Mountain tribes, Great Basin reservations, and Columbia Plateau reservations); (6) Warm Springs: Health Program (Warm Springs reservation, Alcohol Abuse Program, Children's Group Home, Multiple Problem Family Project, major mental illness, coordination of total program, success characteristics, and aides); (7) Summary (achievements and problems). (JC)

ED 133 114 RC 009 586

Kelso, Dianne Attneave, Carolyn L.
Service Networks and Patterns of Utilization: Mental Health Programs, Indian Health Service (IHS). Volume 10: Index to All Area Reports and Overview of Mental Health Programs of the Indian Health Service, 1969-1973.

Washington Univ., Seattle.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Indian Health Service.

Pub Date 75
 Contract—IHS-HSM-110-73-342
 Note—130p.; One of a 10-volume set which includes RC 009 577-586

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Activities, *American Indians, Clinics, *Delivery Systems, Eskimos, Geographic Location, Hospitals, *Indexes (Locators), *Mental Health Programs, Parochial Schools, Publications, Public Schools, Regional Programs, Reservations (Indian), Schools, *Subject Index Terms, Tribes

Identifiers—BIA, Bureau of Indian Affairs, *Indian Health Service, Indian Mental Health Project, *Personal Names

The tenth volume in a 10-volume report on the historical development (1966-1973) of the 8 administrative Area Offices of the Indian Health Service (IHS) Mental Health Programs, this volume constitutes the Index for the entire report. Divided into two non-duplicating parts, this index includes a Subject Index and a Personal Names Index. References to individuals mentioned by name anywhere in the eight reports are presented in the Personal Names Index, while all references to geographic locations, service units, activities, programs, mental health topics or other content are presented in the Subject Index. The Subject Index topics are alphabetized by key words with articles and extraneous words left out, and headings are provided for a number of special lists. For example, Tribal Mental Health Programs, Clinics, Community Mental Health Centers, and Hospitals collect all references to each of these wherever mentioned. North American Indian Tribes, Eskimos, Pueblos, and Reservations, similarly, collect all references to any of these groups. Bureau of Indian Affairs Schools, Public Schools, Parochial Schools, Colleges and Universities collect all references to these. The heading Publications and Reports collects all material quoted or referenced in any section of the report. The two indexes are cross referenced so that a specific Service Unit is listed both alphabetically and geographically under its Area Office. (JC)

ED 133 115 RC 009 591

Fleischer, K. Muller, I.
Spare Time of People Working in Socialist Agriculture in the German Democratic Republic.

Pub Date Aug 76
 Note—11p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Laborers, Change Strategies, *Cooperatives, Educational Attitudes, Enrichment Activities, Foreign Countries, *Individual Development, *Leisure Time, *Man Days, Personal Growth, Recreation, *Social Systems, Time, Time Blocks, Working Hours

Identifiers—*East Germany, World Congress of Rural Sociology (4th)

The German Democratic Republic's (GDR) Constitution says that "members of cooperative farms are responsible for the creation, on the basis of existing laws, of their own working and living conditions". This also applies to regulations of working hours, holidays, and paid leaves. The total time available per day to members of cooperative farms was examined through autochronographic investigations made at definite time intervals. Each person was required to give written information about the time required for the various activities performed during one day (24 hours) for a week. Total time was divided into working hours and work-related time, time for familial duties and chores, time for satisfying physiological needs, and leisure time. A comparison of the results with those of previous studies indicated that the further development of productive forces and conditions of production in GDR agriculture resulted in the disproportions between working hours and leisure time, which previously had been characteristic of the situation of individual farmers and agricultural workers, being eliminated. Findings included: members of cooperative farms spent a large proportion of their leisure time watching television or in public work (honorary work out of ordinary working hours for a social, political, or cultural organiza-

tion); from 0 to 7.5% of leisure time was used for active and passive participation in sporting and artistic events while 6.2 to 23% was used for resting and relaxing; and the collective use of leisure for cultural purposes was increasing in importance. (NQ)

ED 133 116 RC 009 592

Nicholson, Beryl
The Structure of the Household Economy in Rural North Norway.

Pub Date Aug 76
Note—25p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agricultural Laborers, Consumer Economics, *Developed Nations, Economic Change, *Economics, Employment, Family (Sociological Unit), Farmers, Foreign Countries, Human Geography, Income, Money Management, *Multiple Employment, *Occupational Surveys, Productivity, *Rural Economics, Rural Population, Socioeconomic Influences

Identifiers—*Norway, World Congress of Rural Sociology (4th)

In Norway, one of the world's most developed nations, a considerable proportion of households still obtain income from more than one source. From the time rural North Norway was settled, households have combined production for sale with production for their own consumption and have exploited various resources to do so. The household's requirements determine how its resources are to be allocated and the relative amounts of income it obtains in cash and kind from each source. Household priorities are thus translated into a pattern of consumption, defined broadly to include free time. The strategy adopted for obtaining an income of not only the required size, but also of the required composition, is determined by this desired consumption pattern. In an economic system such as this, concepts such as job or occupation are limited in their usefulness. The activities performed in order to earn a living cannot be defined as jobs, or even part-time jobs. Of greater importance for the composition of the income spectrum is the "Technological and Administrative Task Environment" (TATE) which is defined as "a social constellation within which any household decision-maker technically acts". A household which exploits more than one income source has the advantage of not being entirely constrained by the section of the TATE associated with any one of them. Generally it has enough flexibility to alter the balance of its activities if circumstances change. (Author/NQ)

ED 133 117 RC 009 593

Draganov, Mincho
The Character of the Modern "Village" Settlement.

Pub Date Aug 76
Note—8p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Community Change, Community Characteristics, *Community Development, Comparative Analysis, Economic Factors, Futures (of Society), *Life Style, *Municipalities, *Rural Areas, *Rural Urban Differences, Social Change, Urbanization

Identifiers—World Congress of Rural Sociology (4th)

The theoretical differentiation of the village from the town is made on the basis of a complex of characteristics, which includes: the village was engaged mainly in agriculture; the culture, living conditions and organization of public services were far behind those of the town; the village did not exercise the functions of an administrative, cultural, financial and production center of other settlements; the village had up to 10,000 inhabitants; and the density of living was qualitatively lower compared to the town. However, today some changes have occurred in these characteristics and in their complex. Today the majority of the inhabitants are engaged in "industrial" labour (in factories, transport, public services) outside the village or in small enterprises in their own village. The agricultural labour has become a subtype of the industrial labour. In terms of culture, living conditions, and organization of public services, the village has become equal to, or has an apparent tendency to become equal to, the

town. The quantity of population loses much of its large community significance because today people travel much more and use other contemporary means of communication. As the village rises above agriculture, the town also "rises above" management since many of the city people occupying managerial posts can live in well organized nearby villages. Thus, the village way of life tends to become equal to the way of life in the town. (NQ)

ED 133 118 RC 009 594

Yacoub, Salah M.
Land Reform and Its Effects on Rural Community Development in Selected Near Eastern Countries.

Pub Date Aug 76
Note—39p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agricultural Production, Area Studies, Community Characteristics, *Community Development, Community Involvement, Developmental Programs, *Economic Development, Foreign Countries, Futures (of Society), *Land Settlement, Land Use, *Rural Development, Rural to Urban Migration, *Social Development, Socioeconomic Influences

Identifiers—Iraq, Jordan, Syria, World Congress of Rural Sociology (4th)

The effects of land reform programs on community development and the overall socioeconomic development in the three Near Eastern countries of Jordan, Iraq, and Syria were assessed. Land reform was defined as the redistribution of rights in land ownership and management; reform in the land tenancy patterns; and land settlements, including the transformation of nomadism to settled farming, particularly on newly reclaimed land. Measures taken by Lebanon and Saudi Arabia in the area of nomadic settlement and land reclamation were also analyzed. The analysis of the effects was only a preliminary one due to the lack of adequate empirical scientific evidence on the subject. It has shown that among the main purposes of undertaking land reform measures were: accomplishing an equal distribution of agricultural wealth, alleviating social injustices in peasant societies, and economic growth. However, the majority of the measures in the region were not considered successful. Among the effects of land reform were: the regulation of the relationship of peasants with their landlords; the opportunity for peasants to become land owners; the substantial increase in agricultural land; an increase in the farmer's income and agricultural production; in Iraq and Syria drastic measures affected very deep rooted values and traditions; and since human development was not emphasized, social services were still lacking. (NQ)

ED 133 119 RC 009 597

Minton, Gary Griessman, B. Eugene
The Formation and Development of an Ethnic Group: The "Cajuns" of Alabama.

Pub Date 19 Nov 74
Note—17p.; Paper presented at the Annual Meeting of the American Anthropological Association (73rd, Mexico City, November 19-24, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cultural Background, *Cultural Isolation, Culturally Disadvantaged, Culture Contact, *Ethnic Origins, Family (Sociological Unit), Labeling (of Persons), Minority Groups, *Rural Population, *Social History

Identifiers—*Alabama, *Cajuns

There are 4,500 "Cajuns" occupying a rural area in southern Alabama which was once practically isolated from the surrounding society. Local residents regard these "Cajuns" as neither White nor Black. It is generally recognized that they are a recent mixture of several distinct peoples. There is no evidence that these people have a coherent set of customs, legends, traditions, festivals, special holidays, or other identifying symbols to unite them. The people do not have a unique religion of their own nor do all belong to the same religious denomination. The community represents a unique ethnic island in that the customary factors which unite a people are not present. However, they do have a sense of group consciousness which is derived from factors other than those traditionally regarded as important. Probably the strongest single factor providing a

sense of in-group consciousness, identification, and cohesiveness is the extensive kinship linkages which exist among this relatively large population. This paper discusses the historical events that led to the formation and subsequent development of the "Cajuns" in Alabama. Topics covered are their kinship linkages, their school situation, and their use of the term "Cajun". (NQ)

ED 133 120 RC 009 598

Smith, Richard Chase
The Amuesha People of Central Peru: Their Struggle to Survive. IWGIA Document No. 16.
International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No.—IWGIA-16
Pub Date 74
Note—44p.

Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$1.20)

Document Not Available from EDRS.

Descriptors—American History, *American Indians, Area Studies, *Culture Conflict, Disadvantaged Groups, *Economically Disadvantaged, Economic Disadvantage, Economic Factors, Foreign Countries, Government Role, *Land Settlement, Social History, *Socioeconomic Background

Identifiers—*Amueshas, *Peru, South America

In 1742, the national liberation movement led by Juan Santos Atahualpa forced the Franciscan missionaries, their military back-up, and the Spanish colonists they brought, out of central Peru and allowed the Amuesha and Campa peoples of the area to continue determining their own destinies independent of the Spanish and later Peruvian occupational forces. In 1881, after 139 years of absence, the Franciscan Order returned to the area, entering the Chorobamba valley, inhabited exclusively by Amuesha peoples, where they founded the mission post "Nuestra Señora de la Asunción de Quillazu". After 80 years of "protection" by the Franciscans, 8 years of legal battles with the mission and its tenant farmers, and 5 years of social and economic justice as administered by the Agrarian Reform program, the Amuesha in Quillazu are finding themselves in a continually more precarious economic situation. By usurping their lands and renting them to outsiders and then selling all the lumber from their forests, the mission has eliminated the Amueshas' traditional means of satisfying their economic needs. Although they are now dependent on manufactured goods and on the monetary system for acquiring them, they have been left with no means for participating in the money economy. They are trapped in a situation of permanent poverty, dependent on the production of their small plots of coffee and on selling their labor to local hacienda owners for any money income. At the same time, their lands continue to be colonized by outsiders. (Author/NQ)

ED 133 121 RC 009 600

Riester, Jürgen
Indians of Eastern Bolivia: Aspects of Their Present Situation. IWGIA Document No. 18.
International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No.—IWGIA-18
Pub Date 75
Note—71p.

Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$2.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Cultural Differences, *Culture Conflict, *Culture Contact, Economic Disadvantage, Economic Factors, Foreign Countries, Futures (of Society), History, Population Trends, Religious Factors, Sociocultural Patterns, *Socioeconomic Background, *Tribes, Values

Identifiers—*Bolivia (East), South America

Of the 41 Indian tribes in Eastern Bolivia, the very existence of 29, averaging 202 members, is threatened because their numbers have been so reduced that only in certain cases could direct assistance be useful. Of these 29 tribes, it is certain that 16 will not last until the end of the seventies due to epidemics, violent subjugation, and exploitation. Twelve tribes, averaging 9,950 members, could survive if proper assistance is swiftly given. However, these Indians live in an

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environment of external domination where in order to secure their subsistence and that of their families, they must submit to dependence, and in which their own cultural values and habits are worthless. The ruling class considers the Indian to be an inferior being to be used as an object for attaining their own ends. Eastern Bolivian Indians are in reality an element which has been totally integrated into the global economic system of the country's ruling classes, whose existence can only be understood as a function of an overall political system. This paper describes the present situation of the: Chiriguano, Matakos, Chiquitanos, Pauserna-Guarasugwe, Mojos, Movimas, Chimanes, Chulupis, Pakahuaras, Yuquis, Sirionos, Chakobos, and La Loma Santa. Historical events are referred to only when they are relevant to an understanding of the Indian cultures. (Author/NQ)

ED 133 122 RC 009 601
Chiappino, Jean

The Brazilian Indigenous Problem and Policy: The Aripuana Park. AMAZIND/IWGIA Document No. 19.

International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No.—AMAZIND/IWGIA-19
Pub Date 75

Note—28p.

Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$0.90)

Document Not Available from EDRS.

Descriptors—*American Indians, *Culture Conflict, Culture Contact, Developing Nations, Economic Factors, Foreign Countries, Government Role, Group Relations, Health Conditions, Land Settlement, Medical Services, *Policy, *Reservations (Indian), Sex Role, *Socioeconomic Background

Identifiers—*Aripuana Park, *Brazil, South America

Aripuana Park was established in 1969 to give the still isolated Surui and other Broad-Belt Indians a chance of survival at the time when Brazil was launching its "conquest of the Amazon". The Park is situated on both sides of the Upper Aripuana and extends to the Roosevelt and Juarena rivers. The Indians are located at the sources of the tributaries of these two rivers, in order to avoid "contact with Whites". Almost immediately after its establishment, the reserve began to be invaded by numerous prospecting firms and the Indians began to be contaminated with all kinds of epidemics. In spite of several presidential decrees, but with the approval of FUNAI (National Indian Foundation), and in compliance with an Indian Statute which "serves the cause of those who passed it more than that of the natives", the reserve was recently crossed by highways. There is no territorial protection for the majority of the Indians since the Park was established east of the area inhabited by the Surui and the Mojar. Large concentrations of settlers are developing their plantations and their prospecting in native territory. Game is beginning to run short for the Indians, and infectious contagion is spreading without any vaccination campaign having been undertaken. If something is not done soon (i.e., medical assistance, effective protection of native land, better control of epidemics, etc.), these Indians may disappear completely. (Author/NQ)

ED 133 123 RC 009 602
Rodriguez, Nemesio J.

Oppression in Argentina: The Matakos Case. IWGIA Document No. 21.

International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No.—IWGIA-21

Pub Date 75

Note—39p.

Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$1.20)

Document Not Available from EDRS.

Descriptors—Aggression, *Agriculture, *American Indians, Community Attitudes, *Culture Conflict, Disadvantaged Environment, Economic Factors, Ethnic Groups, Foreign Countries, Group Relations, Integration Effects, *Land Settlement, *Socioeconomic Background

Identifiers—*Argentina, *Matakos, South America

The Matakos Indians are members of the Matakos-Mataguayos family which included several different groups that to some extent were related culturally speaking. According to the National Indigenous Census, there are 21,800 Matakos in Argentina today. The six Matakos settlements, situated in the land belt which extends from Pozo del Mortero to Laguna Yema on the north down to the Teuco River on the south, are El Castor, Los Esteros, Sol de Mayo, Morteritos, Charata, and Pozo del Mortero. These villages have a subsistence economy. The communal work done by the Matakos settlements in order to survive includes food gathering, fishing, hunting, agriculture, and woodcutting for the "obraje" (timber establishments). This paper discusses the friction between white and indigenous people in the area which is influenced by agriculture (the land problem) and the "obraje" (the exploitation problem). Concrete cases of aggression between whites and Indians in each of the six settlements are described and the violence in its different forms (non-physical and physical) is systematized. The appendices include a discussion of the deficiencies of the National Indigenous Census statistics and a short newspaper article titled "Extremists' Refuge in an Aborigine Cooperative in the Chaco". (Author/NQ)

ED 133 124 RC 009 603
Goldberg, Carole E.

The Prospects for Navajo Taxation of Non-Indians. Lake Powell Research Project Bulletin Number 19, March 1976.

National Science Foundation, Washington, D.C. RANN Program.

Pub Date Mar 76

Contract—NSF-AEN-72-034-64-A03

Note—41p.

Available from—Institute of Geophysics and Planetary Physics, University of California, Los Angeles, California 90024 (\$2.00) payable to the Regents of the University of California

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American Indians, Caucasians, Court Litigation, *Economic Development, Energy, Federal Government, *Federal Legislation, Reservations (Indian), *State Government, *Tax Effort, *Tribes

Identifiers—*Navajos

In the past, courts have described American Indian sovereignty in ways that suggest the existence of power in the Navajo Tribe to tax the activities and property of non-Indians on their reservation. These judicial statements were made, however, at a time when tribal governments were viewed as transitional mechanisms for Indian assimilation, and contact between Indians and non-Indians on the reservation was minimal. Current efforts by non-Indians to develop energy resources on the Navajo Reservation will result in greater benefits for the Navajo people if the Navajos can exercise taxing power to the exclusion of the states. Since large-scale taxation assumes and permits the growth of a permanent, complex tribal government, legal doctrine and legislative schemes may alter as the Navajos assert themselves. Changes in the definition of tribal sovereignty and the extent of Federal and state limitations on taxing and other tribal powers should be anticipated if the Tribe begins taxing non-Indians. Navajo taxing power over non-Indians seems to have a firm basis in current judicial doctrine. There are few Federal restraints on such tribal power, but Federal restraints may be increased via the Indian Civil Rights Act, especially in terms of homogenizing tribal with state/local government wherein freedom from state taxation would require the Tribe to assume some state functions. (Author/JC)

ED 133 125 RC 009 604
Kunitz, Stephen J.

The Relationship of Economic Variations to Mortality and Fertility Patterns on the Navajo Reservation. Lake Powell Research Project Bulletin Number 20, April 1976.

National Science Foundation, Washington, D.C. RANN Program.

Pub Date Apr 76

Contract—NSF-GI-34837

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age, *American Indians, *Birth Rate, *Correlation, *Death, *Economic Factors, Fathers, Infant Mortality, Males, Mental Health, Mothers, *Reservations (Indian)

Identifiers—*Navajos

Divided into three sections, this research bulletin presents: (1) a brief review of changes in the American Indian mortality and fertility rates, illustrating a transition process much like that experienced by developing nations; (2) an analysis of variations in the social and economic organization of different parts of the Navajo Reservation; (3) a study of the correlation between the Navajo economic variations and their mortality and fertility rates. The study employs data derived from U.S. Public Health Service Publications for the years 1968 and 1969 and examines the following variables: birth weight; birth order; age of mother and father; age of death; % of unknown fathers; % of male mortality; infant mortality; % on welfare; death rate per 1,000 population (accident, crude, and infectious); and crude birth rate. Using the eight Indian Health Service Units located on the Navajo Reservation as regional designators, this study indicates that the eastern end of the Reservation is more highly developed economically than the western end; there are higher mortality and fertility rates in the west; there are higher male death rates in the east; and there is a tendency for causes of death in the west to be infectious rather than man-made in origin. It is suggested that accidents, the most important cause of Navajo deaths, are not susceptible to the kind of curative medicine practiced so successfully in the past. (Author/JC)

ED 133 126 RC 009 605
Callaway, Donald G. And Others

The Effects of Power Production and Strip Mining on Local Navajo Populations. Lake Powell Research Project Bulletin Number 22, June 1976.

National Science Foundation, Washington, D.C. RANN Program.

Pub Date Jun 76

Contract—NSF-GI-34832

Note—181p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Academic Achievement, Age, *American Indians, Comparative Analysis, Demography, *Economic Development, Employment, *Income, Life Style, *Reservations (Indian), Rural Areas, Rural to Urban Migration, Skilled Labor, *Social Change, Socioeconomic Status, Surveys

Identifiers—*Energy Production, Extractive Industries, Lake Powell, *Navajos

In an effort to evaluate the impact of the 1972-73 Navajo Generating Station at Page, Arizona and the strip mine at Black Mesa on the Navajo Reservation, areas adjacent to each of these operations were surveyed (N=134 and 60 respectively) and compared with two control populations (N=60 from the rural area of Red Lake and 58 from the wage-work area of Tuba City). Attempting to differentiate between real lifestyle transformations within the affected areas and rural to urban migration, comparisons were made in terms of: (1) Demography (age and education of household heads and spouses; marriage patterns; religious affiliation; household size and composition; length of residence; location of prior residence); (2) Social Organization (camp size and composition; community residence after marriage; livestock ownership and patterns of cooperation beyond the camp; hauling wood and water; cooperative arrangements for herding sheep; stock permits); (3) Economics (income; wage, unearned, livestock, agricultural, and craft income; major expenses; commercial transactions). Results indicated: incomes, levels of employment, and levels of education were all higher in the impact area around Lake Powell, while levels of unemployment and welfare expenditures were lower; household heads were younger and family groups were smaller in the impact areas; rural populations were unaffected; observed differences were not so much the result of transformation as the effect of migration of younger, more skilled workers. (JC)

ED 133 127 RC 009 606
Brooks, I. R., Comp. Marshall, A. M., Comp.

Native Education in Canada and the United States: A Bibliography.

Calgary Univ. (Alberta). Office of Educational Development.

Spons Agency—Donner Canadian Foundation.

Pub Date 76

Note—306p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Affective Behavior, *American Indians, Aspiration, *Bibliographies, Bilingualism,

Cognitive Processes, Curriculum, Demonstration Projects, Dropouts, Early Childhood Education, Educational Programs, Elementary Secondary Education, Enrichment Programs, Identification (Psychological), *Reference Materials, Resource Centers, Self Concept, *Sociocultural Patterns, *Socioeconomic Influences, Teacher Education, Vocational Education

Identifiers—*Canada, *United States

The bibliography cites approximately 3,000 articles, speeches, papers, and books which deal with the pedagogy, sociology, psychology, or politics of native education. Published between 1900 and January 1975, the materials are divided into nine parts, with each part divided into sections and sub-sections which deal with a more specific topic: (1) North America; (2) Issues; (3) Curriculum and Instruction; (4) Reading and Language; (5) Programs, Projects, and Resource Centres; (6) Achievements, Aspirations, and Dropouts; (7) Sociological Factors Related to Natives; (8) Psychological (Affective) Factors Related to Natives; (9) Psychological (Cognitive) Factors Related to Natives. Specific topics included: the integration and local control of schools, cross-cultural instruction, teaching native children, the role of language, teacher and teacher aide training, bilingualism, educational and vocational aspirations, dropping in and dropping out, dynamics and change of culture, socialization, urbanization, employment, socioeconomic influences, attitudes, identity and self-concept, emotional adjustment, tests and testing, and psycholinguistics. The bibliography is cross-referenced to facilitate the retrieval of information. An author index is provided. Other major bibliographies in this area are listed in the appendix. (NQ)

ED 133 128

RC 009 607

Cortes, Michael E.

Handicapped Migrant Farm Workers. Characteristics of Disabled Migratory and Seasonal Agricultural Workers and Their Families. Impact of the State/Federal Vocational Rehabilitation Program, and Strategies for Expanding Services.

Interstate Research Associates, Inc., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training. Pub Date 31 Dec 74

Grant—RD-12-P-55891/3-01-G

Note—137p.; Pages 99-113 of "Appendix A" may not reproduce well because of small print size

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Agency Role, *Agricultural Laborers, Attitudes, Delivery Systems, Economic Factors, Employment Patterns, Failure Factors, Human Services, Literature Reviews, *Migrant Workers, Migration Patterns, National Programs, Negroes, *Outreach Programs, *Physically Handicapped, Referral, Rehabilitation Counseling, Relocation, *Seasonal Laborers, Socioeconomic Influences, Spanish Speaking, Vocational Education, *Vocational Rehabilitation

Identifiers—*United States

After surveying the vocational rehabilitation (VR) needs of disabled migratory and seasonal farmworkers in the U.S., a national plan to meet those needs was developed, in cooperation with designated state agencies. A random cluster sample of farmworkers was interviewed to determine service needs. Additional planning data were gathered by interviews with rehabilitation counselors and administrators, and with the staff of other agencies and organizations. Rehabilitation agencies were represented on the study's advisory committee. It was found that an estimated 293,000 farmworkers were eligible for VR services. Although their disability rate was three times that of the general U.S. population, farmworkers were less likely to receive VR services. Those receiving VR services were less likely to be successfully rehabilitated. This report presents information pertaining to: background characteristics of migratory and seasonal farmworkers, incidence of disabilities among farmworkers, types and severity of disability, rehabilitation services for disabled migrants, racial/ethnic classification of farmworkers, income and household size, seasonal migration, resettlement for voca-

tional purposes, education, language ability and preference, awareness of VR and other service programs, factors affecting service delivery, agency priorities and incentives for counselors, current VR programs for farmworkers, and barriers to successful rehabilitation. The proposed service delivery system is described. (NQ)

ED 133 129

RC 009 608

The Spanish Speaking in the United States: A Guide to Materials.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.

Pub Date 71

Note—171p.; Out of print. Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Acculturation, *Annotated Bibliographies, Audiovisual Aids, Books, Cubans, Cultural Background, Doctoral Theses, Education, Employment, Folk Culture, Government Publications, Immigrants, Mexican Americans, Migrant Workers, Politics, Publications, Puerto Ricans, Race Relations, *Reference Materials, Social History, *Sociocultural Patterns, *Socioeconomic Influences, *Spanish Speaking

Identifiers—*United States

The bibliography cites more than 1,300 books, bibliographies, essays, and other materials dealing with the Spanish speaking population (i.e., Mexican Americans, Puerto Ricans, and Cuban refugees) and their role in the social, political, educational, and institutional development of the U.S. Published between 1900 and 1971, the materials represent a broad range of perceptions, philosophies, and approaches. The bibliography is divided into nine sections: (1) Bibliographies; (2) Books and Monographs; (3) Articles, Reports, Speeches; (4) Dissertations and Other Unpublished Materials; (5) Government Publications: State and Federal; (6) Audio-Visual Materials; (7) Project Leer Listing of U.S. Producers or Distributors of Spanish Audio-Visual Material; (8) Listing of Currently Published Serials (State-by-State); and (9) Listing of Spanish Language Radio and TV Stations and Programs (State-by-State). Topics covered include: acculturation, American Indians, Aztecs, border disputes and towns, braceros, California history, civil rights, community development, culture, explorations, education, the family, farm problems, folk medicine, the grape strike, health problems, housing, immigration, marriage, literature, Mexican history and influences, migratory labor, minority groups, racial problems, politics, social conditions, language problems, and folklore. A subject index is provided. (NQ)

ED 133 130

RC 009 609

Shoffner, Sarah M.

Influences on Occupational Goals of Young People in the North Carolina Appalachian Area -- Baseline Data and Action Program. North Carolina Agricultural Experiment Station Technical Bulletin No. 233.

North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Dec 75

Note—93p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Aspiration, Career Awareness, *Career Planning, Caucasians, Comparative Analysis, Discussion Groups, Expectation, Junior High School Students, Literature Reviews, Low Income Groups, *Mothers, Motivation Techniques, Negroes, *Occupational Aspiration, Parental Aspiration, Parent Child Relationship, *Parent Influence, Parent Role, *Rural Youth, Self Concept, Urban Youth

Identifiers—*Appalachia, *North Carolina

The study focused on the level and nature of low-income youth's ambition to achieve, the factors relating to varying degrees of ambition, and the extent to which group sessions with the mothers influenced the children's career thinking and planning. The study design included a baseline phase in which a large sample survey provided background information for analysis and for the second phase's design, and an experimental phase which included group meetings with the mothers. In the baseline phase, 217 children and

their mothers were drawn from 3 communities in 1 county in the Appalachian region of North Carolina (regional sample totaled 1,412 mother-child pairs). The experimental group discussion program was designed to influence information, attitudes, and aspirations concerning education and occupations among low-income mothers, and indirectly among their children (7th and 8th graders) as a result of the mother's interaction with them. Data were analyzed with those from the regional sample (rural and urban Negro and Appalachian white subcultures). Standardized questionnaires were administered to both mothers and their children before and after application of the experimental program. Program content was designed to help mothers understand: their children's unique interests and abilities, the variety of work opportunities for their children, the relationship between education and occupations and between the children's interests and career possibilities, and their own roles in motivating their children toward career planning. (NQ)

ED 133 131

RC 009 610

Wiker, Nancy R.

Curriculum Preparation for Adulthood: A Course for High School Seniors. Pennsylvania Cooperative Extension Studies 66, November 1976.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Nov 76

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Activities, Adult Development, Bibliographies, Business Education, Community Resources, Concept Formation, Consumer Education, *Curriculum Guides, Educational Objectives, Family Role, Financial Needs, *Home Economics Education, *Human Living, *Interdisciplinary Approach, Life Style, Parenthood Education, Rural Areas, *Secondary Education, Seniors, Social Studies, *Units of Study (Subject Fields)

Identifiers—*Pennsylvania (Lancaster County), Pequea Valley School District PA

Resulting from a survey of two past graduating classes (1967 and 1972) and teacher involvement, this curriculum guide for seniors in the Pequea Valley School District (a rural conservative area comprised mainly of an Amish and Mennonite population in Lancaster County, Pennsylvania) constitutes the home economics component of a joint effort on the part of the business, social studies, and home economics departments to develop a course in adult living. Comprising one third of the total time allotted for the course, this home economics component involves the following units: (1) Life Style (2 weeks and 10 periods); (2) Individual and Family Roles (2 weeks and 10 periods); (3) Income Relating to Life Style (3 weeks and 15 periods including: sources of income; spending money; planned buying; financial planning); (4) Facing the Possibility of Children (3 weeks and 15 periods including: the role of parenthood; the child as a family member; child care; quality of family life); (5) The Community (2 weeks and 10 periods). Each unit is presented in tabular form and includes the following: concept to be developed; a generalized assumption; specific objectives; supportive learning; the learning experience, including hand out suggestions, human resource suggestions, activities, etc.; and written resources. Additionally, a bibliography is presented following each unit. (JC)

ED 133 132

RC 009 615

Rowe, Gene Smith, Leslie Whitener
The Hired Farm Working Force of 1975. Agricultural Economic Report No. 355.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No.—AER-355

Pub Date Dec 76

Note—33p.; For related document, see ED 111 588

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, *Agricultural Laborers, *Employment Patterns, Employment Statistics, Ethnic Groups, *Farm Labor, Income, Labor Force, Man Days, Manpower Utilization, *Migrant Workers, Negroes, Seasonal Laborers, *Socioeconomic Background, Spanish Speaking, *Statistical Data, Wages

The report presents data on the demographic, social, and economic characteristics of persons 14 years of age and over who did hired farmwork during 1975, and summarizes the pertinent changes and trends in the size, composition, earnings, and employment patterns of the hired farm working force. Information is given on the Spanish-origin, white, black, and other hired farmworkers. Data were obtained through a survey conducted by the Census Bureau as a supplementary part of the December 1975 Current Population Survey. Tabular data are organized into four areas—historical data, the 1975 data, earnings by source of employment, and information on those employed solely in hired farmwork during the year and those employed in hired nonfarm work in addition to their farmwork. In 1975, there were about 2.6 million persons in the hired farm working force. The annual employment of farmworkers appeared to have stabilized after the long-term downward trend of prior years. Generally, hired farmworkers were young (median age 23 years), male (77%), and resided in nonfarm places (79%). Annual earnings averaged \$2,552. About 72% were white, 11% were of Spanish origin, and 17% were blacks and others. Approximately 1.5 million worked only as farmworkers during the year; the remaining 1.1 million did both farm and nonfarm work. About 188,000 (7%) were migrant farmworkers. Annual earnings for these workers averaged \$2,003, or \$21.05 per day for 95 days of farmwork; 61% of all migrants did only farmwork during the year. (NQ)

ED 133 133 56 RC 009 616

McConnell, Beverly

Training Migrant Paraprofessionals in Bilingual Mini Head Start. Final Evaluation, 1975-76 Program Year. Evaluation of Progress No. 9 in Series.

Washington State Intermediate School District 104, Ephrata.

Spons Agencies—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education. Pub Date Sep 76

Note—100p.; For related documents, see ED 116 866-868, ED 114 222, and ED 121 496

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Achievement, Bilingual Education, Community Involvement, Cultural Awareness, *Early Childhood Education, *Educational Assessment, *Interstate Programs, Material Development, Mexican Americans, *Migrant Education, *Mobile Educational Services, Paraprofessional School Personnel, Parent Participation, Program Evaluation Identifiers—*Texas (La Grulla), *Washington

An early education program for migrant children ages three through second grade, the program operates two permanent sites located in Connell and Moses Lake, Washington. A mobile component, operated in La Grulla, Texas during the winter months, follows the migrant children north when their families join the migrant stream from April through October of each year. This evaluation report presents the program's progress during the 1975-76 program year. The objective, need, teaching process or involvement approach, and results are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management. Overall the program met or partially met its objectives. The appendices include a technical report on the Bilingual Mini Head Start Test of Cultural Concepts and a report on the procedures for testing and data collection and explanatory data on the analysis of test scores in the instructional component. (NQ)

ED 133 134 56 RC 009 617

Edwards, Clark

Strategies for Balanced Rural-Urban Growth. Agricultural Information Bulletin No. 392.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Pub Date Mar 76

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Capital, *Change Strategies, *Economic Development, *Economic Research, *Guides, *Interdisciplinary Ap-

proach, Job Development, Labor Force, Marketing, Models, Natural Resources, Population Growth, Productivity, Rural Areas, *Rural Development, Rural to Urban Migration, Synthesis

Summarizing an Economic Research Service (ERS) publication, this guide to a balanced rural-urban growth describes the results of a computer based ERS model which examined seven strategies to improve rural economic development. Based on 1960-70 trends, the model is described as asking how much would be required of each of the following strategies to close the rural-urban income gap sooner than the 1960-70 trend indicates: (1) stop out-migration; (2) reduce natural increase of population; (3) expand labor force; (4) create jobs; (5) increase productivity of resources; (6) expand capital stock; (7) expand markets. As reported here, the seven strategies were analyzed via simulation in terms of the target year 1990, and the preferred strategies were then compared with changes in economic activity observed between 1970-73. Results are presented as follows: each strategy has some potential for raising nonmetropolitan income, but in isolation each displays undesirable side effects on migration, dependency, wages, unemployment, or the level of general business activity; a mixed strategy which promotes joining the labor force, creating jobs, and increasing resource productivity can stimulate rural growth with few undesired side effects; strategies which enhance capital accumulation and expand markets have limited benefits; strategies which directly influence migration or natural population increase are not required. (JC)

ED 133 135 56 RC 009 618

Patton, C. Duane Hollow, Anton

Guidelines for a Business Management Training Program for Native Americans.

Central Washington State Coll., Ellensburg. Center for Career Studies; Washington State Office of Community Development, Olympia.

Pub Date Sep 76

Note—192p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*American Indians, *Business Education, Career Education, Cultural Background, *Curriculum Development, Curriculum Guides, Delivery Systems, Educational Programs, *Guidelines, Literature Reviews, *Management Education, Models, Post Secondary Education, Program Evaluation, Social Change, *Social Differences, Workshops

Identifiers—Native Americans

The culmination of a 1975-76 Washington project aimed at providing American Indians with a model business management training program (post secondary level), this report includes: (1) an overview of the project's purpose/approach (development of a training program to provide interface between the socioeconomic phenomena of the Indian Community and business management skills); (2) literature review (contemporary Indian social milieu and economy, functions of management, curriculum development and innovation, educational technology, evaluation, vocational guidance); (3) procedures (project orientation, data collection, and workshop planning; the week-long workshop and extended workshop; model generation via synthesis/analysis of data by project staff and Indian consultants); (4) report of the findings (characteristics peculiar to Indian social phenomenon, factors contributing to Indian behavior, and the consequences of these factors are analyzed in terms of: the social milieu of Indian people and the Indian Community, Indian bureaucratic relationships, Indian economic base, and the process of change for Indians); (5) implications (curriculum content, development, implementation, delivery systems, and evaluation); (6) the model (the educational task, the curriculum subject content, and 12 detailed tasks of curriculum development). (JC)

ED 133 136 56 RC 009 623

Rusmore, Jay T. Kirmeyer, Sandra L.

Family Attitudes Among Mexican-American and Anglo-American Parents in San Jose, California.

Pub Date Apr 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anglo Americans, *Child Rearing, Comparative Analysis, *Cultural Background, Cultural Differences, Educational Background, *Family Attitudes, Interviews, Marital Status,

*Mexican Americans, *Parent Attitudes, Parent Child Relationship, Religion, Socioeconomic Background Identifiers—*California (San Jose)

Home interviews were used to investigate the degree to which Mexican American parents have retained traditional Mexican family attitudes and childrearing practices. Respondents were 118 Mexican American and 148 Anglo American parents, residing in the same working-class neighborhoods in San Jose, California, who were married to persons of the same cultural background and had at least one young child. The typical respondent was a young mother who did not work outside the home and had four children. Mexican American parents were predominately second generation Americans. Interviewers were undergraduates; bilingual Mexican American students interviewed Mexican American respondents. Presented in three sections, the interviews gathered data on their: background, i.e., the number of children, religious affiliation, number of years of formal education, occupation, language spoken at home, country of birth; attitudes toward close family ties; and parent-child relations, i.e., the rules the child was expected to follow, child's chores, parent's ways of punishing and rewarding the child. After statistically controlling for differences in socioeconomic status, it was found that Mexican American parents (1) felt close family relations were more important and visited their relatives more often and (2) encouraged similar family-centered attitudes in their children by restricting where they played and with whom. (Author/NQ)

ED 133 137 56 RC 009 643

Wolfe, Ellen

William Beltz, The Story of a Native Indian.

Pub Date 75

Note—60p.

Available from—Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 (4.95)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Alaska Natives, American Indians, *Biographies, *Children's Literature, Cultural Background, Culture Conflict, Elementary Secondary Education, *Eskimos, Government (Administrative Body), Labor Unions, Leadership, *Legislators, Politics, *Supplementary Reading Materials Identifiers—Alaska, *Beltz (William)

As William Beltz (1912-1960) grew up in the mining towns of northern Alaska, he observed the unequal treatment of the native Indians and Eskimos in the territory of Alaska. Part Eskimo himself, Will worked to improve conditions and to obtain equal rights for his people. As a member (and later president) of the Alaska Carpenters Union and as a member of the territorial senate, Will worked to change the unequal laws and also assisted in the push for Alaska statehood. Will was unanimously elected president of the first senate of the State of Alaska. Although he died at the peak of his career, the effects of his work as a representative, a union leader, and a spokesman for the Alaska Eskimos are still felt in Alaska. This biography, intended for juveniles in grades five and up, is one of a series developed to help readers understand the great heritage of America's original citizens. (Reviewer/AH)

ED 133 138 56 RC 009 644

Nelson, Mary Carroll

Michael Naranjo, The Story of an American Indian.

Pub Date 75

Note—68p.

Available from—Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, *American Indians, Artists, *Biographies, Blind, *Children's Literature, Cultural Background, Elementary Secondary Education, Individual Development, Professional Recognition, *Sculpture, Self Actualization, Supplementary Reading: Materials, Veterans, Visually Handicapped

Identifiers—*Naranjo (Michael), New Mexico,

*Pueblos

Michael Naranjo is a Pueblo Indian who, after much searching, has become a talented sculptor.

The son of a Baptist minister, Michael grew up observing nature and exploring the countryside around Santa Clara (New Mexico), his birthplace. When he was nine, his family moved to Taos, where he watched the ceremonies of the Taos Pueblos with fascination. On completing high school, he spent some restless years looking for a vocation, and was drafted into the army in 1967. Michael had been in Vietnam only two months when a grenade explosion left him sightless. Upon return to the U.S. and, through persistence and determination, he began to live an independent life. His feelings found an outlet in the wax figures he created, and soon he began to have them cast in bronze. An exhibit of his work was shown in Washington, D.C., and his sculpture "Eagle Dancer" was purchased by the president of the U.S. Michael has continued to receive awards and honors for his artwork, and today he is a well-known artist, a person whose determination to be independent despite his handicap has brought him success and personal fulfillment. This biography, intended for juveniles in grades five and up, is one of a series developed to help readers understand the great heritage of America's original citizens. (Reviewer/AH)

SE

ED 133 139 SE 020 351

Moravcsik, Michael J.

Science Development: Toward the Building of Science in Less Developed Countries.

Indiana Univ., Bloomington. International Development Research Center.

Pub Date Jul 75

Note—291p.

Available from—Publications Department, International Development Research Center, Indiana University, 1005 E. 10th St., Bloomington, Indiana 47401 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Developing Nations, Literature Reviews, Science Education, *Sciences, *Scientific Enterprise, *State of the Art Reviews, *Technological Advancement, World Affairs

In this publication, those elements of science development required by even the simplest model of scientific method - education, manpower development, communications, research instruction, organizational matters, and international connections - are discussed. The book is concerned with the deliberate and systematic development of scientific capability in developing countries. The author, a physicist, hopes to convince his readers that science development has been neglected and to suggest very specific ideas which, if implemented, would help to remedy this apparent neglect. The book is presented as a summary of the state of the art in science development - a collection, distillation, and generalization of an accumulated body of experience. A list of 500 publications on various aspects of science development, many of which are summarized in the text, is included. (Author/EB)

ED 133 140 SE 020 874

Outdoor Education - A Guide to Site Planning and Implementation of Programs.

Texas Education Agency, Austin. Div. of Curriculum Development.

Report No.—TEA-BULL-763

Pub Date Feb 76

Note—72p.

Available from—Texas Education Agency, Division of Curriculum Development, 201 East Eleventh Street, Austin, Texas 78701 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Elementary Secondary Education, *Environmental Education, *Facilities, Instruction, *Objectives, *Outdoor Education, *Program Development

This booklet presents guidelines for initiating outdoor instructional programs. Initially, the guide lists the objectives of outdoor education: survival, recreation, development of personal health and well-being, career opportunities, and social adjustment. A discussion follows on the three phases of site planning. The first phase is site analysis which involves research in topography, ecology, and land uses and control. The second phase encompasses program development which includes the statement of purpose and ob-

jectives, the role of the school site, and analysis of these roles for program development. The final phase concerns site design or a graphic representation combining site analysis and program development. The booklet also contains examples of school sites, a checklist for developing a program, guidelines for planning activities in all curricular areas, suggested learning experiences in each discipline, and resource and reference lists. (MR)

ED 133 141 SE 021 155

Smith, Gail P.

Forest Interpreter's Primer on Wildlife. A Reference for Forest Service, USDA Forest Interpreters.

Forest Service (DOA), Washington, D.C.

Pub Date Jun 75

Note—61p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Biology, *Conservation Education, *Higher Education, *Instructional Materials, *Natural Resources, Outdoor Education, *Secondary Education, *Wildlife Management, *Zoology

This guide was prepared for the use of Forest Service field-based interpreters of the management, protection, and use of forest and range resources and the associated human, cultural, and natural history found on these lands. It consists of basic forest and range wildlife information. Sections in the publication include: (1) What is Wildlife; (2) Basic Needs of Wildlife; (3) Properties of Fish and Wildlife Populations; (4) Uses of Wildlife; (5) Wildlife Management - A Brief Review; and (6) What of the Future? (RH)

ED 133 142 SE 021 160

McKee, Amy, Comp.

Social Sciences in Forestry, A Current Selected Bibliography, No. 40, June 1976.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.

Pub Date Jun 76

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agriculture, *Bibliographies, Conservation (Environment), *Forestry, Management, Manufacturing, *Natural Resources, Social Sciences, *Trees

Identifiers—Forest Products, Forestry Management, Timber Management

Compiled is a selected bibliography of social sciences in forestry, including economic, historic, sociological, and business aspects. Five major inclusive categories are the following: social science applied to forestry at large, applied to forestry's productive agents, applied to forest production, applied to manufacturing, and applied to marketing, trade, and demand for forest output. Arranged alphabetically by author, each entry contains the source of information, place and date of publication, volume number, and number of pages. A brief description of each resource is given. (RH)

ED 133 143 SE 021 165

Nash, Roderick

Logs, Universities and the Environmental Education Compromise.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—19p.; Paper presented at the annual convention of the National Association of Environmental Education (5th, Atlanta, Georgia, April 25-27, 1976); Contains occasional broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational History, *Environmental Education, *General Education, *Higher Education, *Instruction, Philosophy, *Research, Universities

Described are changes in American higher education and the impact on students and society. The early liberal arts colleges, the influence of the German universities and specialization, and efforts to restore integrated and broad studies are considered. The author stresses that environmental education requires broad thinking and that it should be understood as a multidisciplinary process rather than as a discipline. Environmental education is viewed as providing the persuasive rationale for broad, integrated education that

general education lacked. Several challenges to environmental education are presented; potential problems are also identified. The need for a team approach to research and instruction is emphasized. (RH)

ED 133 144 SE 021 459

Lorain, Sue Backman, Judi

Ecological Smorgasbord: A Balanced Reading Diet. [Project ECOLOGY ELE Pak, Lorain & Backman Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—40p.; For related documents, see SE 021 438-478; Contains occasional light type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ecology, *Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, *Reading, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This material was basically designed to be used as an individualized reading kit for the intermediate grade student. The books in this kit readily lend themselves to a supplementary reading program as part of a science unit. Depending on a teacher's needs, this kit can be used for a whole class or for selected individuals. For each of approximately 20 books there is a short summary of the book, some possible conference questions for the teacher, and some student activities. (RH)

ED 133 145 SE 021 460

Northrop, Liz

Thoughts from You. [Project ECOLOGY ELE Pak, Northrop Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—46p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Creative Writing, *Ecology, *Elementary Education, *Environment, *Environmental Education, Grade 6, *Instructional Materials, Pollution, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed to assist sixth-grade students to increase their awareness and appreciation of their environment, and to develop their thinking and feelings concerning it by using creative writing. It is recommended that the seven lessons be spaced over a time span of about four weeks. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluation activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 146 SE 021 461

Ross, Catherine

Round and Round It Goes: A Study of Ecological Cycles. [Project ECOLOGY ELE Pak, Ross Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—52p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Ecology, *Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, Units of Study (Subject Fields)
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit, designed for third- and fourth-grade students, emphasizes cycles and focuses on the water, oxygen, and nutrient cycles. The eleven lessons in this unit are designed to take one-half to one hour each. Use of the extra activities would increase the time for most lessons. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 147 SE 021 462

Thorson, Michael Amoe, Ruth
Please Touch ... Touching Is Living - And Living Is O.K.! [Project ECOLOGY ELE Pak, Thorsen-Amoe Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—23p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document
Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Action, Ecology, *Elementary Education, *Environment, *Environmental Education, *Instructional Materials, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed to direct intermediate grade pupils to positive attitudes and actions in the preservation of their environment. The culminating activity is the construction and placement of positive ecology signs. The goals of this unit are to: (1) foster positive ecological attitudes; (2) become involved in community action; and (3) use elementary construction methods and tools. The time suggested for the unit is three weeks. (RH)

ED 133 148 SE 021 463

Weber, Lee

This Land Is Your Land. [Project ECOLOGY ELE Pak, Weber Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—34p.; For related documents, see SE 021 438-478; Drawings may not reproduce well

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Earth Science, *Elementary School Science, *Environment, *Environmental Education, *Instructional Materials, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit has been constructed for use by intermediate grade elementary school pupils. The seven lessons are designed to inform students about the land to develop a land ethic. The unit should be able to be completed in two to three weeks. The fifth lesson is a three hour field trip; the other lessons occur in the classroom and should take from one-half to one hour each. (RH)

ED 133 149 SE 021 464

Wright, Jan

It's All in the Air. [Project ECOLOGY ELE Pak, Wright Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—21p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, Natural Resources, *Pollution, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for intermediate grade elementary school students. Emphasized in the units are air, the use of air, and air pollution. The seven lessons can be used consecutively or spaced throughout the year. Each lesson includes the concept of the lesson, materials needed, procedure, and evaluation activities. Some lessons include supplemental activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 150 SE 021 465

Wright, Jan

...About This Problem of Air Pollution... [Project ECOLOGY ELE Pak, Wright Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—23p.; For related documents, see SE 021 438-478; Contains occasional broken type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Air Pollution Control, *Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, *Pollution, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The lessons in this unit are designed to help students discover causes, effects, and results of air pollution through involvement in various activities; it is recommended for intermediate grade elementary school pupils. The unit can be used independently, but it is recommended for use with or following the unit entitled "It's All in the Air." The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 151 88 SE 021 466

Edgar, Linda

Overpopulation Produces... What Are We Going To Do About It? [Project ECOLOGY ELE Pak, Edgar Pak]

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—63p.; For related documents, see SE 021 438-478; Dittos 1 and 7 have been removed due to copyright restrictions

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Ecology, Environment, *Environmental Education, Geography, *Instructional Materials, *Overpopulation, Population Growth, *Population Trends, Science Education, *Secondary Education, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit is one of a series produced for environmental education programs by the Highline Public Schools. These materials are designed for use with junior high school students studying the

concept of population, population trends, and problems created by changes in populations. The seven concepts in the unit take about three weeks to complete. The materials are most easily adapted to science or geography classes. Each lesson includes the concept of the lesson, materials needed, probable time for the lesson, procedure, evaluative activity, and suggested extra activities. Materials for making ditto masters are included. (RH)

ED 133 152 SE 021 467

Files, Tom

Conducting Environmental Assessment Of Your Local Community. [Project ECOLOGY ELE Pak, Files Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—75p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Community Planning, *Environment, Environmental Education, *Instructional Materials, *Secondary Education, *Social Sciences, *Units of Study (Subject Fields), Waste Disposal

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for use by junior high school social studies students. Emphasis of the unit is on planning and conducting an environmental assessment of your local community. The unit contains ten lessons as well as supplementary printed materials. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 153 SE 021 468

Grim, Dale

From Rocks to Pots. [Project ECOLOGY ELE Pak, Grim Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—25p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Art, *Earth Science, Environment, Environmental Education, *Instructional Materials, *Secondary Education, *Units of Study (Subject Fields)

Identifiers—*Clay, Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for use by art classes at the secondary school level; it illustrates the availability of natural clay and provides the student with experiences such as digging the clay, locating desirable clays, preparing it for production, and the use of the material as a means for creating pottery. Seven lessons are included in the unit. The field trip portion of the unit requires location of a site to obtain clay. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 154 SE 021 469

Jensen, Melanie

Explosional Explosions! Today... Tomorrow... ? [Project ECOLOGY ELE Pak, Jensen Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—41p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title

III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Environment, Environmental Education, *Instructional Materials, Mathematics, *Mathematics Education, Pollution, Population Growth, *Secondary Education, *Secondary School Mathematics, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Exponents

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for junior high school mathematics classes and emphasizes applications of exponents to problems of population growth and pollution. The nine lessons are designed for about eleven school days. Each lesson includes the concept of the lesson, materials needed, procedure, evaluation activities, and suggested extra activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 155 SE 021 470

Staudacher, Jack

The Drip Impact. [Project ECOLOGY ELE Pak, Jack Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—88p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Conservation Education, Ecology, Environment, Environmental Education, *Instructional Materials, *Natural Resources, Pollution, Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for senior high science classes. The primary emphasis of the material is on water, water analysis, and possible methods of watershed management; while the materials were designed for use in and around the Highline Public School District, the materials and ideas can be very easily adapted to any high school area. The suggested time for the unit is approximately three weeks. In addition to the lesson plans, there is a variety of reference materials and materials for transparencies. (RH)

ED 133 156 SE 021 471

Nelson, Judy

Ever Stop to Think Man's Survival Is Dependent on His Use of Food Resources? [Project ECOLOGY ELE Pak, Nelson Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—24p.; For related documents, see SE 021 438-478; Contains Occasional light type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conservation Education, Environment, Environmental Education, *Food, *Home Economics, *Instructional Materials, *Nutrition, *Secondary Education, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for senior high school students who have a basic knowledge of nutrition and some experience in menu planning. The five lessons provide experiences in selecting, preparing, and storing foods to attain maximum nutrition with a minimum of food waste. Lessons are designed for the standard secondary school period of 45-60 minutes; the unit is designed to

take about three weeks. Each lesson includes the concept of the lesson, materials needed, procedure, evaluation procedures, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 157 SE 021 472

Roush, Judy

Food: The Challenge to Manage. [Project ECOLOGY ELE Pak, Roush Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—58p.; For related documents, see SE 021 438-478; Contains occasional light and broken type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Consumer Education, Environment, Environmental Education, *Food, *Home Economics, *Instructional Materials, *Nutrition, *Secondary Education, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for students at the senior high level who have a basic knowledge of nutrition, some experience in menu planning, and who are ready to put this knowledge of nutrition to work in selecting foods to attain maximum nutrition with a minimum of food waste. The unit is designed to take about two weeks. (RH)

ED 133 158 SE 021 473

Schmidt, Linda

Natural or Organic Foods? [Project ECOLOGY ELE Pak, Schmidt Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—36p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Environment, Environmental Education, *Food, *Home Economics, *Instructional Materials, *Nutrition, *Secondary Education, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Organic Foods

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for secondary students in home economics classes. The content of the units focuses on natural and organic foods, characteristics of the foods, and uses of the foods. The seven lessons in this unit are designed to last over a period of two to three weeks. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 159 SE 021 474

Thompson, Dennis W.

The Sky Is Falling: A Study Of Particulates... [Project ECOLOGY ELE Pak, Thompson Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—23p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Environment, Environmental Education, *Instructional Materials, *Pollution, *Secondary Education, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Particulate Matter

This is one of a series of units for environmental education developed by the Highline Public Schools. Designed for secondary school science classes, the unit is concerned with particulate matter of air pollution. Five lessons are included. The lessons include construction of equipment and collecting data. (RH)

ED 133 160 SE 021 475

Thompson, Dennis W.

Air Pollution: What You Can & Can't See. [Project ECOLOGY ELE Pak, Thompson Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—21p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Air Pollution Control, *Environment, Environmental Education, *Instructional Materials, *Pollution, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit on air pollution is designed for secondary school students in grades 7 through 12. There are five lessons in the unit; since some of the activities can take as long as 90 days, use of the materials needs to be carefully planned. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. (RH)

ED 133 161 SE 021 476

Muccilli, Kathie

Archaeology/Ecology. [Project ECOLOGY ELE Pak, Muccilli Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—66p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Anthropology, Archaeology, *Ecology, Environment, Environmental Education, *Instructional Materials, *Junior High School Students, *Sciences, *Social Studies, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit was written for seventh-grade students in anthropology. The six lessons and suggested activities will take from 15 to 30 days to complete. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 162 SE 021 477

Farr, Donald

Energy Futures... [Project ECOLOGY ELE Pak, Farr Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—58p.; For related documents, see SE 021 438-478; Contains occasional light type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Conservation Education, *Energy, Environment, *Environmental Education, *Instructional Materials, Junior High School Students, *Natural Resources, *Secondary School Science, *Units of Study (Subject Fields)

140 Document Resumes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on energy is designed for junior high school science students. The 11 concepts of the unit have been developed into 11 lessons that should take from two to three weeks to complete. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. (RH)

ED 133 163 SE 021 478

Skidmore, Margaret
Anthropology - Ecology. [Project ECOLOGY ELE Pak, Skidmore Pak].

Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]
Note—36p.; For related documents, see SE 021 438-477

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Anthropology, *Ecology, *Environment, Environmental Education, *Instructional Materials, *Secondary Education, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit may be used as an introduction to the study of anthropology, the influence of ecology on the study of anthropology, and an introduction to the physical school environment. For best results, it should be used at the beginning of the school year. Lesson No. 1 can be completed by any teacher at any schools. Lessons No. 2 and 3 will have to be modified to fit your particular school surroundings, but all notes, preparations, and test patterns can be followed as they are included here by substituting your school map and particular school information. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

ED 133 164 SE 021 545

Wilson, Terry L.

Student Attitude Change as a Result of the Presentation of Materials Representing Various Opinions of Strip Mining.

Pub Date 75
Note—63p.; M.S. Dissertation, The Ohio State University; Not available in hard copy due to marginal legibility of original document; Appendix E, pages 57-137 were removed due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Attitudes, Educational Research, *Environment, *Environmental Education, *Instruction, *Instructional Materials, Science Education, *Secondary Education, Social Sciences, Values

Identifiers—Research Reports, *Strip Mining

Reported is a study that designed a set of materials representing a spectrum of possible opinions on an environmental issue and tested the materials with ninth-grade students. Materials were obtained regarding strip mining. Judges ranked the materials on a five point scale from strongly supporting to strongly opposing strip mining. Materials on which judges could agree were selected for the study. An experimental group and control group were involved in the instruction. Both groups were pretested and posttested. The experimental group received five days of instruction with materials reviewed by the judges. The posttest data indicated the control group students did not change their attitudes while the experimental group students did. In general, students with extreme positions tended to become less extreme. (RH)

ED 133 165 SE 021 665

Chirichello, John R.
1985 R&D Funding Projections.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.
Report No.—NSF-76-314

Pub Date Jun 76

Note—63p.; Contains occasional small print and shaded charts and graphs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock Number 038-000-00292-9, \$0.75)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Development, Education, Federal Government, *Financial Support, Higher Education, Industry, *Institutional Research, Projects, *Research Projects, Tables (Data)

Identifiers—*National Science Foundation, NSF

This publication reports on research and development expenditures projected for the year 1985. The support pattern for research and development activities within four major sectors of the economy are considered: industry, government, universities and colleges, and other non-profit organizations. A summary of the projections methodology is followed by a discussion of the combined research and development expenditures for all sectors. Individual sector projections comprising the national estimates and their respective methodologies are described in detail. (DT)

ED 133 166 SE 021 668

Baker, Justine

Computers in the Curriculum. Fastback 82.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 76
Note—45p.; Contains occasional small print
Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47401 (\$0.50, Discounts on bulk orders)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Assisted Instruction, Computer Oriented Programs, *Computer Science Education, *Curriculum, *Elementary Secondary Education, Higher Education, Instruction, Mathematics Education, *Surveys, *Teacher Education

Identifiers—Phi Delta Kappa

This publication discusses computer education for teachers, reports the results of a nationwide survey on what teacher training institutions are doing about computer education, and looks into computer education trends in American school districts. Additionally, results are briefly discussed of a national survey of superintendents' attitudes concerning the role of the computer in the classroom and the training of teachers using computers for instruction. An annotated bibliography on the use of computers in education is included. (DT)

ED 133 167 SE 021 676

Dunbar, Robert E.

"Think Metric," An Inservice Program for Teachers.

Pub Date 76

Note—127p.; Midi Practicum, Nova University; Not available in hard copy due to marginal legibility of original document; Pages 91 and 103-107 of Appendix J have been removed due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Inservice Teacher Education, Instruction, Mathematics Education, *Measurement, *Metric System, *Program Descriptions

This document reports the results of a practicum to instruct the staff of one elementary school in the basic content of the metric system and to demonstrate some teaching strategies for instructing elementary students in metrics. A series of six after-school workshops were run on a weekly basis. Details are given concerning the planning, organization, selection of materials, and evaluation of the workshop sessions. A model is developed to aid other schools in planning inservice workshops on the metric system. Appendices include a copy of the metric system survey given to teachers, lists of metric teaching materials, the workshop agenda, pre- and posttests given to teachers, a copy of the evaluation questionnaire, and details of the model for an introductory methods workshop (including samples of learning activities and a list of metric reading materials). (DT)

ED 133 168 SE 021 677

Callahan, Dorothea T.

An Effort to Implement and Reinforce the Teaching of Metrication Through the Development of Innovative Games.

Pub Date 76

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Curriculum, *Educational Games, *Elementary School Mathematics, Elementary Secondary Education, Games, *Instruction, Instructional Materials, Learning Activities, Mathematics Education, *Measurement, *Metric System, Program Descriptions, Teacher Developed Materials

This document reports on the development of a group of new games for teaching the metric system in the elementary school. The preliminary steps in getting teachers involved in the project are discussed, and details are given concerning the procedures for developing and evaluating the games. An inventory of 12 games is presented; for each game the materials needed, the number of players, age of players, and rules of the game are specified. A brief evaluation of the project is included. (DT)

ED 133 169 SE 021 678

Stamps, B. J. And Others

Development and Implementation of an Instructional Services System in Mathematics and Science.

Pub Date 76

Note—63p.; For related documents, see SE 021 679-681; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Curriculum, *Curriculum Development, Elementary School Mathematics, Elementary School Science, *Elementary Secondary Education, *Inservice Education, *Mathematics Education, Program Descriptions, *Science Education, Secondary School Mathematics, Secondary School Science, Staff Role

This report gives details of the entire process of developing and implementing an instructional service system in mathematics and science. The procedures involved in revising and validating baseline documents, in selecting instructional and supervisory staff, in developing curriculum materials, and in running inservice teacher workshops are described. A calendar of events is provided. Evaluation methods are discussed. (DT)

ED 133 170 SE 021 680

Science and Health Baseline, Field Test Copy, Appendix B.

Dallas Independent School District, Tex.

Pub Date Jun 75

Note—210p.; For related documents, see SE 021 678-681; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Curriculum, *Curriculum Guides, Curriculum Planning, *Elementary School Science, Elementary Secondary Education, *Health Education, Science Curriculum, *Science Education, Secondary School Science

Identifiers—Dallas Independent School District

This document presents the 1973-74 school year curriculum guide for the Dallas Independent School District for science and health education. Included are the rationale, program goals, overall program, course descriptions, and objectives for each grade K-12 for science education and health education. The program has eight program goals. Behavioral objectives are provided for each grade. (SL)

ED 133 171 SE 021 681

Mathematics Baseline Instructional Units, Appendix D.

Dallas Independent School District, Tex.

Pub Date [75]

Note—218p.; For related documents, see SE 021 678-680

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Curriculum, Elementary Education, *Elementary School Mathematics, Grade 3, Instruction, *Instructional Materials, Mathematics Education, Teaching Guides

Identifiers—Dallas Independent School District

This document contains sample units for each of 21 mastery objectives in grade 3 mathematics. Each of these units includes a statement of the mastery objective, a description of what the stu-

dent should be able to do as a result of completing the activities, a statement of the mathematical concept being covered, teaching suggestions, a list of materials, and text references. (DT)

ED 133 172 SE 021 714

Creating Energy Choices for the Future. A Summary of the National Plan for Energy Research, Development, and Demonstration.

Energy Research and Development Administration, Washington, D.C.

Pub Date 75

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Energy, *Energy Conservation, *Federal Programs, *Natural Resources, Policy Formation, *Research, *World Problems

This booklet, which highlights and explains the 1975 National Energy Plan, is intended to improve the general public's understanding of U.S. energy policy. Sections in the publication include: (1) The Energy Problem and the Need for Planning; (2) Basic Principles of the Plan and How They Apply; (3) Overcoming the Oil and Gas Shortage; (4) The Importance of Time; (5) Near-term: Now-1985; (6) Midterm: 1985-2000; (7) Long-term: Beyond 2000; (8) The Importance of Environmental Research, Development, and Demonstration; (9) The Role of the Federal Government in Energy Development; and (10) New Directions. (RH)

ED 133 173 SE 021 715

Energy and the Environment. Citizens' Workshop Handbook.

Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date [75]

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Energy, *Energy Conservation, *Environment, *Instructional Materials, *Natural Resources, Resource Materials, *World Problems

This publication was produced for the Citizens' Workshop Program on Energy and the Environment. Included in this monograph are sections on: (1) energy and the environment; (2) the energy problem (amount remaining, how it is used); (3) Environmental problems of energy use; an energy-environmental quiz; (4) energy for the future (types, sources, amount available); and (5) sources of further information. The materials emphasize the complexities of the factors involved in energy problems and the need to take positive action toward energy conservation and the development of alternative energy sources. (RH)

ED 133 174 88 SE 021 730

Moore, Philip H.

Life on Guam: Farm & Garden.

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—39p.; For related documents, see SE 021 731-733; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agriculture, *Botany, Ecology, *Instructional Materials, *Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Gardens, Guam

This unit is a part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high school. While the materials were designed for Guam, they can be adapted to other localities. This unit is designed to interest the student in growing plants for home use. The publication includes sections on: (1) plant nursery; (2) backyard gardening; (3) backyard crops; (4) hydroponics; and (5) plant reproduction. Both background material and activities are included. (RH)

ED 133 175 88 SE 021 731

Elkins, Gail

Life on Guam: Geology.

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—63p.; For related documents, see SE 021 730-733; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Earth Science, *Geology, *Instructional Materials, Natural Resources, *Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Guam

This unit is a part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high schools. While the materials were designed for Guam, they can be adapted to other localities. This unit is designed to acquaint the students with the geology of Guam. Sections in the book include: (1) rocks, (2) how Guam was formed, (3) weathering and erosion, (4) earthquakes, (5) soil, and (6) water. Both background materials and activities are included. (RH)

ED 133 176 88 SE 021 732

Falanruw, Margie Cushing

Life on Guam: Savanna, Old Fields, Roadsides.

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—79p.; For related documents, see SE 021 730-733; Contains small and light print in Appendix; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Biology, Botany, *Ecology, *Environment, *Instructional Materials, Secondary Education, *Secondary School Science, Units of Study (Subject Fields), *Zoology

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Guam

This unit is a part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high schools. While the materials were developed for Guam, they can be adapted to other localities. The unit stresses the uniqueness of natural Guam, especially the plants and animals. The changes that occur in the natural life also receive emphasis. Seventeen activities are included. (RH)

ED 133 177 88 SE 021 733

Shafer, Jeffrey E.

Life on Guam: Schoolyard Ecology.

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—47p.; For related documents, see SE 021 730-732

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Biology, Earth Science, *Ecology, *Environment, Field Instruction, Field Studies, *Instructional Materials, *Secondary Education, *Secondary School Science, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Guam

This unit is part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high schools. While the materials were designed for Guam, they can be adapted to other localities. This unit introduces students to basic techniques for studying a schoolyard, neighborhood, backyard, or any other area. The monograph includes ten activities. (RH)

ED 133 178 SE 021 735

Tendencies and Problems of the Training of Mathematics Teachers. (Materials Prepared by the Working Group "Mathematiklehrerbildung," Volume I).

Bielefeld Univ. (West Germany).

Pub Date 75

Note—141p.; For related documents, see SE 021 736-741; Contains occasional small and light type

Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsieker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum, Educational Innovation, Higher Education, *Instruction, *International Education, Mathematics Education,

*Mathematics Teachers, Preservice Education, *Teacher Education
Identifiers—Germany

This document is concerned with problems in the education of mathematics teachers. Part 1 gives an overall introduction to the papers included in this volume. Part 2 is concerned with problems of educational reform and provides a survey of the literature on innovation research, discusses some contradictions in the innovation process, and describes prerequisites for a reform of the teaching of mathematics. Part 3 deals with new forms for relating theory to practice in teacher education, describing special instructional methods and competency-based teacher education and discussing a few problems that arise from these approaches. Part 4 looks at general problems of the relationship between theory and practice in teacher training. Part 5 is concerned with mathematics knowledge and the training of teachers of mathematics, and discusses some of the different conceptions of the subject matter and of learning theories. Part 6 offers preliminary conclusions for research and development as well as for content and organization of the training of mathematics teachers. A list of references from European and American sources is included. (Author/DT)

ED 133 179 SE 021 736

Forschung Zum Prozess des Mathematiklernens.

Reihe: Materialien und Studien, Band 2.

(Research on the Process of Mathematics Learning. Series: Materials and Studies, Volume 2.)

Bielefeld Univ. (West Germany).

Pub Date 76

Note—133p.; For related documents, see SE 021 735-741; Not available in hard copy due to marginal legibility

Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsieker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Development, Elementary School Mathematics, Elementary Secondary Education, Instruction, *International Education, *Learning, Learning Theories, *Mathematics Education, *Research Reviews (Publications), Secondary School Mathematics
Identifiers—Germany

The ten papers in this document were developed for a meeting prepared for the Third International Congress on Mathematical Education. Each paper is concerned with research from 1970-1975 related to the mathematical learning process. The first paper describes projects conducted in England on both content and process learning. The second paper discusses the concrete/semi-concrete/abstract movement, cognitive-affective emphases, and goal structure for learning mathematics. The third paper includes a general description of recent developments in research on individual students, teacher effects, and process-outcome studies. A fourth paper focuses on probabilistic thinking in children and adolescents. The fifth paper looks at the relation between the individual, the environment, and the school as affecting learning. The sixth paper identifies organizations and journals in the United States which are concerned with research in mathematics education. The seventh paper categorizes research on mathematics learning into five general groups: research internal to the field of mathematics education, research by academic and educational psychologists, clinical research, artificial intelligence and computer simulation, and structural learning. An eighth paper summarizes the major psychological influences on the problems of mathematics curriculum and instruction and explores the impact of information-processing theory on psychology and education. The ninth paper (written in German) covers Piagetian theory, cognitive psychology, microprocesses in mathematical learning, and motivation. The final paper discusses the setting for research in the United States and summarizes research on organization and sequencing of instruction, teaching approaches, developmental stages, diagnosis and remediation, algorithmic learning, problem solving, use of materials, achievement evaluation, and attitudes. (DT)

142 Document Resumes

ED 133 180 SE 021 737

Bauersfeld, H., Ed. And Others
Universität Bielefeld, Institut für Didaktik der
Mathematik, Schriftenreihe des IDM, 1/1974.
(University of Bielefeld, Institute for the
Teaching of Mathematics, Series of Publications
of the IDM, 1/1974.)

Bielefeld Univ. (West Germany).

Pub Date 74

Note—159p.; For related documents, see SE 021
735-741; Contains occasional light and small
print. In German

Available from—Institut für Didaktik der Mathe-
matik, Universität Bielefeld, Heidsieker Heide
94, D-4800 Bielefeld 15, West Germany (no
price quoted)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Curriculum, Elementary Secondary
Education, Higher Education, *Institutes
(Training Programs), *Instruction, Interdiscipli-
nary Approach, International Education,
Learning Theories, Mathematical Applications,
*Mathematics Education, Teacher Education
Identifiers—Germany

This document contains papers discussing the
status of aspects of mathematics education. A
brief description of the establishment and opera-
tion of the Institute for the Teaching of Mathe-
matics (IDM) is presented first. The lengthier
second paper discusses the reconciliation of main
aspects of mathematics teaching. The remaining
five papers concern: the problem of interdis-
ciplinary instruction, speculations about applied
mathematics, a review of Bruner's theories on
cognition and curriculum theory, a report on the
operation of the French educational research in-
stitute (IREM) in advanced teacher training, and
comments on a publication from the Soviet
author Zankov. (MS)

ED 133 181 SE 021 738

Bauersfeld, H., Ed. And Others
Universität Bielefeld, Institut für Didaktik der
Mathematik, Schriftenreihe des IDM, 2/1974.
(University of Bielefeld, Institute for the
Teaching of Mathematics, Series of Publications
of the IDM, 2/1974.)

Bielefeld Univ. (West Germany).

Pub Date 74

Note—232p.; For related documents, see SE 021
735-741; Not available in hard copy due to
marginal legibility of original document; In
German

Available from—Institut für Didaktik der Mathe-
matik, Universität Bielefeld, Heidsieker Heide
94, D-4800 Bielefeld 15, West Germany (no
price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—*Curriculum, *Elementary School
Mathematics, Elementary Secondary Education,
*Instruction, International Education,
*Mathematics Education, School Organization,
*Secondary School Mathematics

This document contains papers prepared for
two meetings involving the French educational
research in mathematics institute (IREM) and the
German institute (IDM) at the University of
Bielefeld. The 14 papers concern: (1) the orga-
nization of the school systems in the Federal
Republic of Germany and in France; (2) mathe-
matics curricula in German secondary schools;
(3) a report on research work; (4) the develop-
ment of mathematics teaching teams; (5) obser-
vations of instruction and analysis of teaching
mathematics; (6) possible criteria for criticism of
the instructional process; (7) the number system
in elementary instruction; (8) improving methods
for calculating with the natural numbers; (9)
three examples supporting a criticism of mathe-
matics instruction; (10) variables, functions, and
graphs for 7- to 8-year-old students; (11) coor-
dinating mathematics and French at some levels
in French secondary schools; (12) some con-
siderations on relating the structure of mathe-
matics and instruction; (13) concrete examples
that show how to challenge pedagogical weak-
nesses of conscientious teachers; and (14)
teaching for continuity and variety in the school.
(MS)

ED 133 182 SE 021 739

Bauersfeld, H., Ed. And Others
Universität Bielefeld, Institut für Didaktik der
Mathematik, Schriftenreihe des IDM, 3/1974.
(University of Bielefeld, Institute for the
Teaching of Mathematics, Series of Publications
of the IDM, 3/1974.)

Bielefeld Univ. (West Germany).

Pub Date 74

Note—318p.; For related documents, see SE 021
735-741; Contains occasional light type

Available from—Institut für Didaktik der Mathe-
matik, Universität Bielefeld, Heidsieker Heide
94, D-4800 Bielefeld 15, West Germany (no
price quoted)

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Curriculum, Elementary School
Mathematics, Elementary Secondary Education,
*Geometry, *Instruction, International
Education, Mathematics Education, *Seconda-
ry School Mathematics

This document contains 13 papers presented at
a conference concerned with the role of
geometry in present day mathematics teaching.
Of the six papers written in English, one looks at
the Euclidean tradition in teaching mathematics,
the algebraization of geometry, and transforma-
tion geometry, and concludes with a discussion of
twelve topics which would be covered in a com-
prehensive organization of the teaching of
geometry. A second paper discusses visualizing in
mathematics, while a third reports on a combined
algebra-geometry curriculum for Japanese sec-
ondary schools. A fourth looks at the solution of
problems by geometrical methods, giving 14 ex-
amples of problems, and a fifth paper discusses
the solution of polynomial equations. A sixth
paper advocates that topics from topology, proba-
bility, and operations research be included in
geometry. Among the seven papers written in
German, one discusses recent trends in teaching
geometry, a second is concerned with the role of
intuition, a third looks at the place of descriptive
geometry, and a fourth considers geometry at the
primary school level. A fifth paper exhibits a
variety of approaches to geometrical thinking
through organized sets of problems, a sixth is
concerned with a progressive pedagogy of mathe-
matics, and a seventh paper reports on a problem
oriented approach to geometry starting from
combinatorial geometry. A final paper (also writ-
ten in German) reports on the discussions in the
working groups at the conference. (DT)

ED 133 183 SE 021 740

Bauersfeld, H., Ed. And Others
Universität Bielefeld, Institut für Didaktik der
Mathematik, Schriftenreihe des IDM, 4/1975.
(University of Bielefeld, Institute for the
Teaching of Mathematics, Series of Publications
of the IDM, 4/1975.)

Bielefeld Univ. (West Germany).

Pub Date 75

Note—192p.; For related documents, see SE 021
735-741; Contains occasional small and light
type

Available from—Institut für Didaktik der Mathe-
matik, Universität Bielefeld, Heidsieker Heide
94, D-4800 Bielefeld 15, West Germany (no
price quoted)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Affective Objectives, *Attitudes,
Cognitive Ability, Elementary School Mathe-
matics, Elementary Secondary Education, *In-
dividual Differences, Instruction, International
Education, *Mathematics Education,
*Research Reviews (Publications), Secondary
School Mathematics, *Student Characteristics

This document contains seven papers (two
written in English, the rest in German) on cog-
nitive and non-cognitive variables in mathematics
education. Abstracts of all seven articles are pro-
vided both in English and in German. The two
English-written papers discuss individual dif-
ferences that might influence the effectiveness of
instruction in mathematics and research on some
key non-cognitive variables in mathematics edu-
cation. The remaining five papers cover the fol-
lowing topics: Individualization in mathematics
instruction in grades 5 and 6—outline for the
DIMO Project in the Federal Republic of Ger-
many; dispositional variables for mathematics
education; self-concept and self-esteem; cognitive
styles and mathematics education; and mathe-
matical abilities. (DT)

ED 133 184 SE 021 741

Bauersfeld, H., Ed. And Others
Universität Bielefeld, Institut für Didaktik der
Mathematik, Schriftenreihe des IDM, 6/1975.
(University of Bielefeld, Institute for the
Teaching of Mathematics, Series of Publications
of the IDM, 6/1975.)

Bielefeld Univ. (West Germany).

Pub Date 75

Note—457p.; For related documents, see SE 021
735-740; Contains occasional light and broken
type

Available from—Institut für Didaktik der Mathe-
matik, Universität Bielefeld, Heidsieker Heide
94, D-4800 Bielefeld 15, West Germany (no
price quoted)

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Curriculum, Curriculum Develop-
ment, Elementary School Mathematics, Higher
Education, International Education, *Mathe-
matics Education, *Mathematics Teachers,
*Preservice Education, Secondary School
Mathematics, *Teacher Education

This document contains 15 papers concerned
with mathematics teachers and teacher education.
The introductory paper (in German) discusses
trends and problems in mathematics teacher edu-
cation curriculum reform. It is followed by 14
briefer responses from various participants in the
conference on the topic; these are concerned
with institutional questions, curricular content
problems, innovations, and the theory-practice
problem. The eight papers in English are titled:
Reforms of the school system in Sweden and new
demands on teacher education; Is the teacher of
mathematics a mathematician or not?; Mathe-
matics learning and learning mathematics;
Teacher involvement in curriculum development;
Educational research and Educational policy;
Connecting theory and practice; The Mathe-
matics Methods Program, an elementary teacher
preparation program in mathematics; and An ex-
ample of integrated education: Towards a mathe-
matical-didactical attitude. The six papers in Ger-
man concern: the organization of the program for
mathematics teachers in France; the teacher edu-
cation curriculum in France; the program of the
IREM in Bordeaux, France; the role of the
teacher in the reform process; and theory-prac-
tice problems in teacher education. (DT)

ED 133 185 SE 021 750
Employment of Academic Scientists and Engineers
Increases 3 Percent in 1976.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.

Report No.—NSF-76-328

Pub Date 2 Dec 76

Note—5p.; Not available in hard copy due to
marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—*Employment, *Engineers, *Higher
Education, Scientific Manpower, *Scientists,
*Surveys, Tables (Data)

Identifiers—National Science Foundation, NSF

This report focuses on the employment of
academic scientists and engineers from 1975
through 1976. The total number of scientists and
engineers employed by universities and colleges is
reported and discussed, broken down into type of
activity, field of employment, type of control
(public or private), and sex. (DT)

ED 133 186 SE 021 751

Chirichello, John R. And Others
Research and Development in Industry 1974.
National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-76-322

Pub Date Sep 76

Note—171p.; Not available in hard copy due to
marginal legibility of original document

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock Number 038-000-00296-1,
\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—*Financial Support, *Industry,
*Research and Development Centers, Research
Needs, Resource Materials, *Scientific
Research, *Surveys, Tables (Data), Technology
Identifiers—National Science Foundation, NSF

This report presents the results of the 1974 sur-
vey of industrial research and development and is
the twentieth in a series extending back to 1953.
Data on R&D expenditures and R&D scientists
and engineers presented in this report were col-
lected by the Bureau of the Census for the Na-
tional Science Foundation, and cover the periods
of 1956-74 and January 1957-January 1975,
respectively. The information is organized under
eight categories: R&D funds; employment of
R&D scientists and engineers; distribution of
R&D funds; energy and pollution abatement

research and development; basic research, applied research, and development; geographic distribution of R&D funds; R&D funds related to net sales and employment; and federally funded research and development centers. Appendices present industrial R&D data on two different bases: first, total R&D data are furnished on the traditional industry basis for the years 1953-1974, and second, the applied research and development data are presented on a product-field basis. (DT)

ED 133 187 SE 021 752
The National Research Council in 1976: Current Issues and Studies.

National Academy of Sciences - National Research Council, Washington, D.C.
Pub Date 76

Note—249p.; Photographs may not reproduce well

Available from—Office of Information, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (free)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.
Descriptors—Biological Sciences, *Engineering, International Relations, *Medicine, National Organizations, Natural Resources, Physical Sciences, *Research, Science Education, *Sciences, Scientific Research, *Social Sciences

Identifiers—*National Research Council, Research Reports

The documents that constitute this report include essays by those who direct the National Research Council (NRC), its units, and its parent institutions, as well as descriptions of a few of the study projects under way in 1976. Eight divisions of the NRC report on various aspects of their goals and projects: the Assembly of Engineering, the Assembly of Life Sciences, the Assembly of Behavioral and Social Sciences, the Assembly of Mathematical and Physical Sciences, the Commission on Natural Resources, the Commission on Sociotechnical Systems, the Commission on Human Resources, and the Commission on International Relations. The Institute of Medicine reports on study projects relating to primary health care and a national health policy. Appendices include guidelines for review of reports, and reports of the NRC published in 1975. (MH)

ED 133 188 SE 021 754
McGregor, John

Modularized Methods Course For Pre-service Elementary Teachers. Mathematics 324.
Pub Date [76]

Note—16p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, *Elementary School Mathematics, Elementary School Teachers, Instruction, *Instructional Materials, Learning Activities, Mathematics Education, *Methods Courses, *Preservice Education, Teacher Education, Units of Study (Subject Fields)

Materials used in a mathematics methods course for pre-service elementary teachers are listed in this document. The course is comprised of nine modules covering the following areas: the learning of mathematics, sets and classification, counting and numbers, numeration systems, place value numeration systems, operations on whole numbers, operations on rational numbers, measurement, and geometry for the elementary school. Each module consists of a goal statement, a list of objectives, activities designed to assist the student in achieving the stated objectives, and methods of evaluation. The activities are keyed to a bibliography and a list of supplementary materials. (DT)

ED 133 189 SE 021 759
Bleich, Maxine

Funding of Minority Programs From the Private Sector: 1966-1976, A Ten-Year Perspective.
Pub Date Feb 76

Note—21p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Financial Support, *Health Services, Higher Education, *Medical Education,

Medicine, *Minority Groups, *Program Descriptions, Science Education
Identifiers—Macy Foundation

Methods for increasing minority representation in medicine and the related health professions are discussed in this paper. The programs sponsored by the Macy Foundation are described: post-baccalaureate premedical fellowship programs, regional conferences, medical school programs, and black college programs. The need for high school directed programs, college programs, and programs for entering medical students is emphasized. (DT)

ED 133 190 SE 021 762
Science Education Newsletter No. 31.

British Council, London (England). Science Dept.
Pub Date Sep 76

Note—25p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum, Educational Programs, *Foreign Countries, *International Programs, Mathematics Education, Newsletters, *Science Activities, *Science Education, Secondary Education, Secondary School Science

Identifiers—*Great Britain

This issue, number 31 in the series, is divided into three sections: British science activities, Overseas science activities, and International science activities. The British activities section reviews current curriculum projects and educational research in British secondary level science and mathematics education. Included in the Overseas section are discussions of curriculum projects, educational conferences, and training programs in various countries including Australia, Papua New Guinea, the Caribbean, and several African nations. The International activities section is devoted to news items concerning international congresses and associations for science and mathematics education. (MH)

ED 133 191 SE 021 765
Geographical Distribution of Federal Science Funds to Colleges and Universities. Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No—PSAD-76-94

Pub Date 16 Apr 76
Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Colleges, Economic Research, *Federal Aid, Financial Support, *Geographic Distribution, Government Role, Higher Education, Science Education, *Sciences, *Scientific Research, Statistical Data, *Universities

This report provides data on the geographical distribution patterns of federal research and development and other funds to colleges and universities, information on federal programs established in the 1960's to strengthen academic science, and factors accounting for progress by universities in competing for federal funds. Summarizing statements are followed by extensive data tables, graphs, and charts. Highlights of this report include the following: science funds provided in 1974 amounted to \$2 billion for research and development and \$651 million for plant and equipment, training, education, and other science activities; about \$1.7 billion was provided for nonscience activities; geographical distribution of federal funds to colleges and universities has broadened in the past decade, both for science and nonscience funds; the top 100 institutions in 1964 received 85% of the total federal funds, whereas the top 100 institutions in 1974 received 66%. A fairly close correlation was found between the regional distribution of federal R&D funds and the geographical location of science manpower associated with the colleges and universities. (MH)

ED 133 192 SE 021 768
Energy Education Materials Inventory (e.e.m.i.).

Part One: Print Materials.
Energy and Man's Environment Inc., Portland.
Spons Agency—Federal Energy Administration, Washington, D.C.

Pub Date Sep 76
Contract—CR-04-60565-00

Note—102p.; For related documents, see SE 021 769-772; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, Elementary School Science, *Elementary Secondary Education, *Energy, *Instructional Materials, Reference Materials, Science Education, Secondary School Science, Social Studies, *Teaching Guides

This publication is one of a six-part inventory of energy education materials. Included in this part is a listing of print materials, including the following: teacher's guides, curriculum guides, ditto masters, textbooks, pamphlets, and posters. For each of the materials listed, the following information is included when available: (1) Title; (2) Author; (3) Availability; (4) Cost; (5) Grade Level; (6) Related Materials; and (7) Evaluation of the material. (RH)

ED 133 193 SE 021 769
Energy Education Materials Inventory (e.e.m.i.).

Part Two: Non-Print Materials, Part One.
Energy and Man's Environment Inc., Portland.
Spons Agency—Federal Energy Administration, Washington, D.C.

Pub Date Sep 76
Contract—CR-04-60565-00

Note—75p.; For related documents, see SE 021 768-772; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Elementary School Science, *Elementary Secondary Education, *Energy, *Films, *Instructional Materials, Science Education, Secondary School Science, Social Studies, *Teacher Guides

This publication is one of a six-part inventory of energy education materials. Included in this part is a listing of non-print materials including the following: films, filmstrips, slides, transparencies, audio-tapes, and records. For each of the materials listed, the following information is included when available: (1) Title; (2) Author; (3) Availability; (4) Cost; (5) Grade Level; (6) Related Materials; and (7) Evaluation of the material. (RH)

ED 133 194 SE 021 770
Energy Education Materials Inventory (e.e.m.i.).

Part Three: Non-Print Materials, Part Two: 16 mm Films.

Energy and Man's Environment Inc., Portland.
Spons Agency—Federal Energy Administration, Washington, D.C.

Pub Date Sep 76
Contract—CR-04-60565-00

Note—66p.; For related documents, see SE 021 768-772; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Elementary School Science, *Elementary Secondary Education, *Energy, *Films, *Instructional Materials, Science Education, Secondary School Science, Social Studies, *Teaching Guides

This publication is one of a six-part inventory of energy education materials. Included in this part is a listing of 16mm films. For each of the materials listed, the following information is included when available: (1) Title; (2) Author; (3) Availability; (4) Cost; (5) Grade Level; (6) Related Materials; and (7) Evaluation of the material. (RH)

ED 133 195 SE 021 771
Energy Education Materials Inventory (e.e.m.i.).

Part Four: Kits, Games & Miscellaneous Curricula.

Energy and Man's Environment Inc., Portland.
Spons Agency—Federal Energy Administration, Washington, D.C.

Pub Date Sep 76
Contract—CR-04-60565-00

Note—25p.; For related documents, see SE 021 768-772; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Elementary School Science, *Elementary Secondary Education, *Energy, Games, *Instructional Materials, Learning Modules, Reference Materials, Science Education, Secondary School Science, Social Studies, *Teaching Guides

This publication is one of a six-part inventory of energy education materials. Included in this part is a listing of kits, games, and miscellaneous curricula. For each of the materials listed the fol-

lowing items are included when available: (1) Title; (2) Author; (3) Availability; (4) Cost; (5) Grade Level; (6) Related Materials; and (7) Evaluation of the material. Materials listed in this reference include both print and non-print items for teachers and students. (RH)

ED 133 196 SE 021 772

Energy Education Materials Inventory (e.e.m.i.). Part Five: Reference Sources.

Energy and Man's Environment Inc., Portland.
Spons Agency—Federal Energy Administration,
Washington, D.C.

Pub Date Sep 76

Contract—CR-04-60565-00

Note—42p.; For related documents, see SE 021 768-772; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, Educational Programs, Elementary School Science, *Elementary Secondary Education, *Energy, *Instructional Materials, *Reference Materials, Science Education, Secondary School Science, Social Studies

This publication is one of a six-part inventory of energy education materials. Included in this part is a listing of bibliographies, computer sources of information, directories, educational programs, funded projects, periodicals, and journals. For each of the materials listed, the following information is included when available: (1) Title; (2) Author; (3) Availability; (4) Cost; (5) Grade Level; (6) Related Materials; and (7) Evaluation of the material. (RH)

ED 133 197 SE 021 773

Blanchard, Paul A.

Atoms in Astronomy.

American Astronomical Society, Princeton, N.J.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—NASA-EP-128

Pub Date Sep 76

Note—42p.; For related documents, see SE 021 774-776

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 033-000-00656-0, \$1.20)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Astronomy, *Atomic Structure, *Chemical Analysis, Chemistry, Curriculum, *Instructional Materials, Science Education, Secondary Education, *Secondary School Science, Space Sciences

Identifiers—NASA, National Aeronautics and Space Administration, *Spectroscopy

This booklet is part of an American Astronomical Society curriculum project designed to provide teaching materials to teachers of secondary school chemistry, physics, and earth science. A Basic Topics section discusses atomic structure, emphasizing states of matter at high temperature and spectroscopic analysis of light from the stars. A section on Intermediate and Advanced Topics provides greater detail and more mathematical analysis of spectroscopy theory, including the quantum theory of electromagnetic radiation, electron orbits, and the classification of stellar spectra. Appendices include a glossary of unfamiliar terms, references and teaching aids, suggested class exercises, and questions and answers. (MH)

ED 133 198 SE 021 774

Gammon, Richard H.

Chemistry Between The Stars.

American Astronomical Society, Princeton, N.J.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—NASA-EP-127

Pub Date Sep 76

Note—66p.; For related documents, see SE 021 773-776; Photographs may not reproduce well Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 033-000-00655-1, \$1.60)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Astronomy, Chemical Analysis, *Chemistry, Curriculum, *Instructional Materials, Science Education, Scientific Research, Secondary Education, *Secondary School Science, *Space Sciences

Identifiers—NASA, National Aeronautics and Space Administration

This booklet is part of an American Astronomical Society curriculum project designed to provide teaching materials to teachers of secondary school chemistry, physics, and earth science. The following topics are covered: the physical conditions in interstellar space in comparison with those of the earth, particularly in regard to gas density, temperature, and radiation; the concept of quantized molecular motion (electronic, vibrational, rotational), and the corresponding energy ranges of radiation; spectroscopic methods for identifying molecules in space; the organic nature of interstellar chemistry; and application of our knowledge of interstellar molecules to study the birth of stars, the structure and movement of our galaxy, the history of interstellar matter, and the origin of the universe and life. Each section is followed by questions and answers, and an appendix contains suggested student projects. Also included are a glossary of terms and suggested reference materials. (MH)

ED 133 199 SE 021 775

Jacobs, Kenneth Charles

Extragalactic Astronomy: The Universe Beyond Our Galaxy.

American Astronomical Society, Princeton, N.J.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—NASA-EP-129

Pub Date Sep 76

Note—44p.; For related documents, see SE 021 773-776

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 033-000-00657-8, \$1.30)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Astronomy, Curriculum, *Instructional Materials, Science Education, *Scientific Research, Secondary Education, *Secondary School Science, *Space Sciences

Identifiers—NASA, National Aeronautics and Space Administration

This booklet is part of an American Astronomical Society curriculum project designed to provide teaching materials to teachers of secondary school chemistry, physics, and earth science. The material is presented in three parts: one section provides the fundamental content of extragalactic astronomy, another section discusses modern discoveries in detail, and the last section summarizes the earlier discussions within the structure of the Big Bang Theory of Evolution. Each of the three sections is followed by student exercises and activities, laboratory projects, and questions and answers. The glossary contains unfamiliar terms used in the text and a collection of teacher aids such as literature references and audiovisual materials. (MH)

ED 133 200 SE 021 776

Straka, W. C.

The Supernova - A Stellar Spectacle.

American Astronomical Society, Princeton, N.J.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—NASA-EP-126

Pub Date Sep 76

Note—50p.; For related documents, see SE 021 773-775; Photographs may not reproduce well Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 033-000-00654-3, \$1.30)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Astronomy, Curriculum, *Instructional Materials, Science Education, *Scientific Research, Secondary Education, *Secondary School Science, *Space Sciences

Identifiers—NASA, National Aeronautics and Space Administration, *Supernovae

This booklet is part of an American Astronomical Society curriculum project designed to provide teaching materials to teachers of secondary school chemistry, physics, and earth science. The following topics concerning supernovae are included: the outburst as observed and according to theory, the stellar remnant, the nebular remnant, and a summary of some of the unsolved puzzles. Suggested student projects are given, with several levels of difficulty, so that the teacher may choose material appropriate for the particular class. (MH)

ED 133 201 SE 021 777

Schlenker, Richard M.

A Report to the University of Maine, Office of Sea Grant Concerning the 6th National Marine Education Conference, Pacific Grove, California, October 26-29, 1976.

Pub Date 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biological Sciences, *Conferences, Elementary Secondary Education, Higher Education, *Marine Biology, *National Organizations, *Oceanology, *Professional Associations
Identifiers—*National Marine Education Association

Presented is the daily summary of activities of the sixth National Marine Education Conference held October 26-29, 1976 at Pacific Grove, California. Conference objectives were to develop a dialogue for marine education and to form the National Marine Education Association. (SL)

ED 133 202 SE 021 778

Nichols, Eugene D.

New Frontiers in Mathematics Education: Project for the Mathematical Development of Children.

Pub Date Feb 76

Note—10p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum, *Curriculum Development, Elementary Education, *Elementary School Mathematics, Evaluation, Learning, Mathematics Education, *Program Descriptions, Projects

Identifiers—Project Mathematical Development Children

This paper presents the background of the Project for the Mathematical Development of Children (PMDC), a list of nine objectives which direct PMDC's long-range activities, and a discussion of the rationale behind PMDC's approach. PMDC's activities are described in terms of the interviewing procedures used with children, teaching experiments and observational studies, methods of assessing children's knowledge, and dissemination of project information. (DT)

ED 133 203 SE 021 779

Ellis, Susanne D.

1974-75 Graduate Student Survey. Physics Manpower Report.

American Inst. of Physics, New York, N.Y.

Report No.—AIP-R-207-8

Pub Date Sep 76

Note—13p.; Contains occasional small print in Tables

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Astronomy, Degrees (Titles), *Employment, *Graduate Students, Graduate Study, *Higher Education, Job Market, Manpower Needs, *Physics, *Student Characteristics, *Surveys

The total graduate physics enrollment was 10,410 at the beginning of the 1974-75 academic year; this represents an eight-year decline from a peak of 15,500 graduate students. About 90% of these students are currently enrolled at Ph.D. granting institutions. The data presented in this report come from a survey of individual graduate students whose names were supplied by department chairmen; the total number of respondents was 6,164 or 77% of the 8000 names received. The tables and diagrams included in this report present data concerning employment offers for degree recipients; characteristics of the graduate student population and minority-group graduate students; graduate students enrolled by subfield and years of graduate study completed; sources of support for graduate students by sex and degree status; background characteristics of doctorate recipients; work activities and physics subfield for new doctorate recipients; and post-degree employment of degree recipients. (MH)

ED 133 204 SE 021 782

Shoffstall, George C., Jr.

The Pennsylvania Academy of Science - Fifty-Two Years in Retrospect.

Pub Date Feb 76

Note—7p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to small print throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational History, History, Organization, *Organizations (Groups), *Professional Associations, Science Education, *Science History

Identifiers—Pennsylvania, *Pennsylvania Academy of Science

This paper provides a history of the founding, organization and development of the Pennsylvania Academy of Science. Included are listings of the academy's first officers, founders, and statistics of all annual meetings from 1925 to 1976. The academy's constitution, articles of incorporation, academy publications, types of memberships, advantages of membership, and details of the association's junior academy are also included. (SL)

ED 133 205 SE 021 785

Trotter, Virginia Y.

The Future for Women in Science and Engineering.

Pub Date [76]

Note—11p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Choice, *Engineering, *Females, Futures (of Society), Higher Education, *Sciences, Social Action, Social Adjustment, *Womens Education, Womens Studies, *Working Women

This paper summarizes the efforts of the Department of Health, Education and Welfare (DHEW) to provide women with the opportunity and encouragement to excel through education. Data are given about employment patterns of women in science and engineering. Traditional barriers thought to restrict participation of women in science and engineering are identified. (SL)

ED 133 206 SE 021 868

Haakonsen, Harry O. And Others

A Self-Instructional Approach to Environmental Decision Making: Focus on Land Use.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [76]

Note—18p.; For related documents, see SE 021 869-882; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, *Curriculum, Environment, Environmental Education, *Higher Education, Instructional Materials, *Land Use, *Program Descriptions, *Secondary Education

This paper provides an overview to the Land Use Decision Making Kit. The Land Use Kit includes 16 audio-tutorial units and a variety of supplementary materials. Each audio-tutorial unit consists of a programmed mix of cassette tapes, guidesheets, visuals, pamphlets, and issue keyed problems. The materials are designed for use by secondary school students, college students, or interested citizens. The topics were selected by consultants, developed by consultants in each topic area, and distributed to secondary schools, colleges, and community centers for trial. A suggested order for the use of the materials is included. (RH)

ED 133 207 SE 021 869

Schaefer, Larry, Ed.

A Citizen's Guide to Information on Land Use Decision Making.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [75]

Note—42p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, *Environment, Environmental Education, Higher Education, *Instructional Materials, *Land Use, Resource Materials, Secondary Education, *Units of Study (Subject Fields)

These materials are designed to provide a compact listing of sources of information as well as a collection of tested formats for collecting resource information for a town or city. It provides supplementary materials for the Land Use Decision Making Kit. Among materials included are listings of federal agencies involved in water and land use programs, a town level checklist/questionnaire designed to assemble data needed for evaluation of land use plans, a census data form, and a community survey form to determine the desires and the attitudes of the community. The program is designed to be used with secondary school students, college students, and interested citizens. (RH)

ED 133 208 SE 021 870

Haakonsen, Harry O., Ed. Schaefer, Larry, Ed.

Introduction to Land Use Decision Making Kit and Economics of Land Use. [2 Units].

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—73p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original documents

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$22.50 - price includes tape and slides)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, *Economics, *Environment, Environmental Education, Higher Education, *Instructional Materials, *Land Use, Secondary Education, *Units of Study (Subject Fields)

Included in this set of materials are two units: (1) Introduction to Land Use Decision Making Kit, and (2) Economics of Land Use. Each unit includes student guide sheets, reference material, and tape script. A set of 35mm slides and audiotapes are usually used with the materials. The introductory unit provides an overview of land use and suggested use of the materials. The unit on Economics of Land Use emphasizes economic as well as environmental and social factors in land use decisions. Included are materials for determining property values, cost-benefit analyses, and considering the use of these various techniques. (RH)

ED 133 209 SE 021 871

Haakonsen, Harry O., Ed.

Maps-Map Reading and Aerial Photography. [2 Units].

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—56p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original documents

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$22.50 - price includes tape and slides)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, Environment, Higher Education, *Instructional Materials, *Land Use, *Maps, *Photography, Secondary Education, *Units of Study (Subject Fields)

Included in this set of materials are two units: (1) Maps and Map Reading and (2) Aerial Photography. Each unit includes student guide sheets, reference material, and tape script. A set of 35mm slides and audiotapes are usually used with the materials. The unit on Maps and Map Reading is designed to develop map reading skills and the use of these skills in land use decision

making. The unit on Aerial Photography provides an introduction to the use of aerial photographs in the planning process and assistance in the development of fundamental skills of photo interpretation. (RH)

ED 133 210 SE 021 872

Haakonsen, Harry O., Ed. Schaefer, Larry, Ed.

Geosystems and Land Use Decision Making and Open Space and Land Use Decision Making. [2 Units].

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—116p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original documents

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$30.00 - price includes tape and slides)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, *Earth Science, *Environment, Environmental Education, Higher Education, *Instructional Materials, *Land Use, Secondary Education, *Units of Study (Subject Fields)

Included in this set of materials are two units: (1) Geosystems and (2) Open Space. Each unit includes student guide sheets, reference material, and tape script. A set of 35mm slides and audiotapes are usually used with the materials. The unit on Geosystems introduces the student to geosystems and the role of geosystems in the land use decision making process. The materials emphasize Connecticut situations, but can be adapted to other localities. The unit on Open Spaces provides several perspectives on the nature, function, and importance of open space areas, reviews agencies and laws that focus on man's need for open space, and includes a plan for action. (RH)

ED 133 211 SE 021 873

Pressman, Rob

Synthesis: Part I, Buildability.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—64p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$28.00 - price includes tape)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, Earth Science, Economics, *Environment, Higher Education, *Instructional Materials, *Land Use, Secondary Education, *Units of Study (Subject Fields)

This unit is designed to show the student how to pull together information on natural and managed systems to develop a coherent and environmentally sound plan of action. The material includes student guide sheets, reference material, and a tape script. Audiotapes are usually used with the materials. The unit assumes the student has studied a number of previous units. (RH)

ED 133 212 SE 021 874

Pressman, Rob

Synthesis: Part II, Land Use Attractiveness.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—83p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$25.00 - price includes tape)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Architecture, *Community Planning, *Economics, *Environment, Higher Education, *Instructional Materials, *Land Use, Secondary Education, *Units of Study (Subject Fields), Values

This material includes student guide sheets, reference material, and tape script for the audio-tutorial unit on the Synthesis Unit, Land Use Attractiveness. An audiotape is used with the materials. The material is designed for use with Connecticut schools, but can be adapted to other localities. The unit is designed to build on skills and information obtained from previous units. This unit emphasizes the development of a land use allocation map based on information on buildability and land use attractiveness. Buildability emphasizes where development should not be; this unit emphasizes where specific land uses should be. (RH)

ED 133 213

SE 021 875

Smith, Dwight G.

Uplands and Land Use Decision Making.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—58p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$25.00 - price includes tape and slides)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agriculture, Earth Science, Ecology, *Environment, Environmental Education, Higher Education, *Instructional Materials, *Land Use, *Secondary Education, *Units of Study (Subject Fields)

This material includes student guide sheets, reference material, and tape script for the audio-tutorial unit on uplands. A set of 35mm slides and an audio tape are used with the materials. The material is designed for use with Connecticut schools, but can be adapted to other localities. The materials consider types of uplands, ecology of uplands, use of uplands, and human impact on uplands. (RH)

ED 133 214

SE 021 876

Smith, Dwight G.

Planning for People and Land Use Decision Making.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—80p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$28.00 - price includes tape)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Environment, Environmental Education, Higher Education, *Instructional Materials, Land Use, Natural Resources, *Population Education, Population Growth, *Population Trends, *Secondary Education, *Units of Study (Subject Fields)

This material includes student guide sheets, reference material, and tape script for the audio-tutorial unit on Planning for People. An audio tape is used with the materials. The material is designed for use with Connecticut schools, but can be adapted to other localities. The material in this unit considers population growth curves, factors that influence population trends, impact of population growth on the environment and resources, and community planning. (RH)

ED 133 215

SE 021 877

Schaefer, Larry Pressman, Rob

Cultural Systems and Land Use Decision Making.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—50p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$18.00 - price includes tape)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, Culture, *Environment, Environmental Education, Higher Education, *Instructional Materials, *Land Use, *Secondary Education, Social Sciences, *Units of Study (Subject Fields)

This material includes student guide sheets, reference material, and tape script for the audio-tutorial unit on Cultural Systems. An audio tape is used with the materials. The material is designed for use with Connecticut schools, but can be adapted to other localities. The materials in this unit consider components of cultural systems, land use categories, impact of cultural systems on land use, and community and regional planning. (RH)

ED 133 216

SE 021 878

Garlasco, Chris And Others

Local Implementation and Land Use Decision Making.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—45p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$18.00 - price includes tape)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, *Environment, Environmental Education, Higher Education, *Instructional Materials, *Land Use, Secondary Education, Social Sciences, *Units of Study (Subject Fields), *Zoning

This material includes student guide sheets, reference material, and tape script for the audio-tutorial unit on Local Implementation. An audio tape is used with the materials. The material is designed for use with Connecticut schools, but can be adapted to other localities. The material in this unit emphasizes the role of planning and zoning in local land use decision making. Included are activities on zoning authority, zoning classifications, and zoning problems. (RH)

ED 133 217

SE 021 879

Schaefer, Larry

State and Federal Implementation.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—58p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$28.00 - price includes tape)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Planning, Economics, Higher Education, *Instructional Materials, *Land Use, Legislation, Natural Resources, Secondary Education, *Units of Study (Subject Fields)

This material includes student guide sheets, reference material, and tape script for the audio-tutorial unit on State and Federal Implementation. An audio tape is used with the materials. The material is designed for use with Connecticut schools, but can be adapted to other localities. This unit is designed to help answer the question of what kind of land use planning we should have as well as who should make the decisions. Activities focus on land use programs in selected states, federal programs that relate to land use, and components of land use strategy. (RH)

ED 133 218

SE 021 880

Schaefer, Larry And Others

Hydrosystems and Land Use Decision Making.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—53p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$22.50 - price includes tape and slides)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Planning, *Earth Science, Ecology, *Environment, Higher Education, *Instructional Materials, *Land Use, *Natural Resources, Secondary Education, Units of Study (Subject Fields), *Water Resources

This material includes student guide sheets, reference material, and tape script for the audio-tutorial unit on Hydrosystems. A set of 35mm slides and audio tape are used with the materials. The material is designed for use with Connecticut schools, but can be adapted to other localities. This unit is designed to present information on water and the hydrosystem which must be considered in land use decision making. Emphasized are the hydrologic cycle, ground water, watershed areas, and the effects of human use on the hydrosystem. (RH)

ED 133 219

SE 021 881

Inland Wetlands.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—57p.; For related documents, see SE 021 868-882; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$22.50 - price includes tape and slides)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biology, Community Planning, *Ecology, Environment, Higher Education, *Instructional Materials, *Land Use, *Natural Resources, Secondary Education, *Units of Study (Subject Fields)

Identifiers—*Limnology, *Wetlands

This material includes student guide sheets, reference materials, and tape script for the audio-tutorial unit on Inland Wetlands. A set of 35mm slides and an audio tape are used with the material. The material is designed for use with Connecticut schools, but it can be adapted to other localities. The materials emphasize characteristics of inland wetlands, role of these areas for human use, and role of these areas in maintaining water quantity and quality, flood control, and sediment control. (RH)

ED 133 220

SE 021 882

Coastal Wetlands.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 75

Note—62p.; For related documents, see SE 021 868-881; Not available in hard copy due to marginal legibility of original document

Available from—E-P Education Services, c/o ACES, 800 Dixwell Avenue, New Haven, CT 06511 (\$22.50 - price includes tape and slides)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biology, *Community Planning, *Ecology, Environment, Higher Education, *Instructional Materials, *Land Use, Natural Resources, *Oceanology, Secondary Education, *Units of Study (Subject Fields)

Identifiers—*Wetlands

This material includes student guide sheets, reference materials, and tape script for the audio-tutorial unit on Inland Wetlands. A set of 35mm slides and an audio tape are used with the materials. The material is designed for use with Connecticut schools, but it can be adapted to other lo-

calities. The unit materials emphasize the structure, function, and importance of the wetlands. Activities include information on various aspects of wetlands including food chains, cycles, organisms, and ecological areas. (RH)

ED 133 221 SE 021 883

Mariella, Raymond P.

A Scientist Views Communication With The Public.

Pub Date Feb 76

Note—8p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communications, *Educational Television, *News Media, Public Relations, Science Education, *Sciences, Scientific Attitudes, Scientific Enterprise, *Scientists, *Television

This document stresses the problems involved in communicating science to the public; some suggestions, however, are discussed that have proved successful in this task. Television is cited as a good medium to present the scientist as someone other than the usual stereotype. Advice is given on how to present science to the public via television. The need for improved public relations with the non-science public is discussed. A description is given of efforts by the American Chemical Society to improve their relations with the public. Their news releases and the book, "What's Happening in Chemistry," both of which are aimed at communicating technical material to the non-scientist, have been successful. (CS)

ED 133 222 SE 021 884

Vetter, Betty M.

Recent Changes in Opportunities for Women in Science and Engineering.

Pub Date Feb 76

Note—8p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Employment Opportunities, Engineering, *Females, *Manpower Needs, *Science Careers, Scientists, *Sex Discrimination, *Working Women

Described is a pre-1970 history of the participation of women in science and engineering, including numbers for women enrolling in college in these two fields. A discussion of opportunities for employment and advancement, and salary differentials for men and women prior to 1970, is included. Opportunities for publication, reemployment, and assignment to prestigious committees are discussed as examples of practices discriminatory to women. Enrollment numbers for 1974 are cited for science and engineering and of undergraduate and graduate degrees with a breakdown of women's participation. Surveys of new graduates hired by industry are summarized. Included is a discussion of demand and supply in the present job market. Positive predictions, particularly favorable for women, are made regarding job opportunities for future graduates in both areas. (CS)

ED 133 223 SE 021 898

McCutcheon, Patricia, Ed.

Priority One: Environment. Final Report on the Project's Development and Evaluation, 1970-1975.

Union Township Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date 75

Note—17p.; For related documents, see SE 021 899-906; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Air Pollution Control, Biology, *Elementary Secondary Education, Energy, *Environment, *Environmental Education, Evaluation, *Instructional Materials, Natural Resources, Pollution, *Program Descriptions, *Units of Study (Subject Fields), Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Described are the materials developed by Priority One: Environment, a project of the Township of Union Public Schools, Union, New Jersey. The program was designed to develop multidisciplinary and multimedia materials for grades 1-12. This publication describes the development process, the 13 multimedia units, the evaluation process, cost effectiveness data, and inservice required. The data indicate students studying the materials do significantly better on tests related to the program than control groups, kits last about four years, consumable costs are low, and inservice training needed to utilize the program is minimal. (RH)

ED 133 224 SE 021 899

McCutcheon, Patricia And Others

Priority One: Environment. Air Pollution and Your Health.

Union Township Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date 75

Note—28p.; For related documents, see SE 021 898-906; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Pollution Control, *Environment, *Environmental Education, Health Education, *Instructional Materials, Pollution, *Secondary Education, *Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit is one of a series on environmental education for grades 1-12. The unit is designed to be used with secondary school students and includes the following sections: (1) Seeing Issues as Human Values; (2) The Future of the Automobile; (3) Soot, Smog, and Smell: How Much Harm Can They Do; (4) Emission Control Devices for the Automobile; (5) Pollution Control for Industries and Power Plants; (6) Air Pollution Legislation; (7) The Clean Air Amendments Today; and (8) Schedule Sheet for the Unit. References to audiovisual materials, worksheets, and activities are made; these materials are not included with this publication, but may be purchased. The materials have been validated as successful, cost-effective, and exportable by the standards and the guidelines of the U.S. Office of Education. (RH)

ED 133 225 SE 021 900

McCutcheon, Patricia And Others

Priority One: Environment. Air Pollution and Your Health. Teacher's Guide.

Union Township Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date 75

Note—28p.; For related documents, see SE 021 898-906; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Pollution Control, *Environment, *Environmental Education, Health Education, Instructional Materials, *Pollution, *Secondary Education, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This teaching guide is designed to be used with secondary school students and the unit Air Pollution and Your Health. Material for the teacher includes the following: (1) an introduction to the unit; (2) a discussion of the sections of the unit; (3) instructional objectives; (4) suggestions for use of filmstrips, worksheets, reference materials, and activity cards; and (5) an outline of the unit. These materials have been validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education. (RH)

ED 133 226 SE 021 901

Colagrande, John Santarsiero, Thomas

Priority One: Environment. Protecting Our Water Supplies.

Union Township Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date [75]

Note—28p.; For related documents, see SE 021 898-906; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ecology, *Environment, *Environmental Education, *Instructional Materials, Natural Resources, *Secondary Education, *Units of Study (Subject Fields), *Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit is one of a series in environmental education for grades 1-12. The unit is designed to be used with secondary school students and includes the following sections: (1) Preface; (2) Riverview; (3) A Healthy Waterway; (4) An Unhealthy Waterway; (5) Cleanup Technology; (6) Effects of Certain Other Pollutants; (7) Lake Tahoe; (8) The Role of the Individual; and (9) Schedule Sheet for the Unit. References to audiovisual materials, worksheets, and activities are made; these materials are not included with this publication but may be purchased. These materials have been validated as successful, cost-effective, and exportable by the standards and the guidelines of the U.S. Office of Education. (RH)

ED 133 227 SE 021 902

Colagrande, John Santarsiero, Thomas

Priority One: Environment. Protecting Our Water Supplies. Teacher's Guide.

Union Township Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date [75]

Note—28p.; For related documents, see SE 021 898-906; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ecology, *Environment, *Environmental Education, Instructional Materials, Natural Resources, *Secondary Education, *Teaching Guides, *Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Material for this teacher's guide include: (1) an introduction to the unit; (2) a discussion of the sections of the unit; (3) instructional objectives; (4) suggestions on use of filmstrips, worksheets, reference materials, and activity cards; and (5) an outline of the unit. These materials have been validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education. (RH)

ED 133 228 SE 021 903

Augis, Lynne And Others

Priority One: Environment. The Energy Challenge.

Union Township Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date [75]

Note—40p.; For related documents, see SE 021 898-906; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Energy, *Environment, Environmental Education, *Instructional Materials, *Natural Resources, *Secondary Education, *Units of Study (Subject Fields), Wastes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit is one of a series in environmental education for grades 1-12. The unit is designed to be used with secondary school students and includes the following sections: (1) Preface; (2) Foods, Fuels, and You; (3) Blackout in the City; (4) Conservation and Efficiency; (5) Our Present Sources; (6) The Oil Crisis; (7) The Nuclear Controversy; (8) Tapping New Resources; (9) Developing Other Ways; and (10) Schedule Sheet

for the Unit. References to audiovisual aids, worksheets, and activities are made; these materials are not included with this publication, but may be purchased. These materials have been validated as successful, cost-effective, and exportable by the standards and the guidelines of the U.S. Office of Education. (RH)

ED 133 229 SE 021 904

Augis, Lynne And Others

Priority One: Environment. The Energy Challenge, Teacher's Guide.

Union Township Board of Education, N.J.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date [75]

Note—32p.; For related documents, see SE 021 898-906; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Energy, *Environment, *Environmental Education, Instructional Materials, Natural Resources, *Secondary Education, *Teaching Guides, Wastes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Material for this teacher's guide includes: (1) an introduction to the unit; (2) a discussion of the sections of the unit; (3) instructional objectives; (4) suggestions on use of filmstrips, worksheets, reference materials, and activity cards; and (5) an outline of the unit. These materials have been validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education. (RH)

ED 133 230 SE 021 905

Knapp, Clifford

Priority One: Environment. Open Lands and Wildlife.

Union Township Board of Education, N.J.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date [75]

Note—40p.; For related documents, see SE 021 898-906; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Ecology, *Environment, Environmental Education, *Instructional Materials, Land Use, *Natural Resources, *Secondary Education, *Units of Study (Subject Fields), *Wildlife Management

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit is one of a series on environmental education for grades 1-12. The unit is designed to be used with secondary school students and includes the following sections: (1) Preface; (2) Dead or Alive; (3) Finding Out by Looking Closely; (4) A Year in the Life of a Twin Fawn; (5) Ecology; (6) The Tools of Wildlife Management; (7) Land Use; (8) Helping a Threatened Population, A Model for Action; (9) Suggested Strategies for Action; (10) Appendices; and (11) Schedule Sheet for the Unit. References to audiovisual materials, worksheets, and activities are made; these materials are not included with this publication but may be purchased. The materials in this unit have been validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education. (RH)

ED 133 231 SE 021 906

Knapp, Clifford

Priority One: Environment. Open Lands and Wildlife, Teacher's Guide.

Union Township Board of Education, N.J.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date [75]

Note—34p.; For related documents, see SE 021 898-905; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Ecology, *Environment, Environmental Education, Instructional Materials, Land Use, *Natural Resources, *Secondary Education, *Teaching Guides, Units of Study (Subject Fields), *Wildlife Management

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Material in this teaching guide includes: (1) an introduction to the unit; (2) a discussion of the sections of the unit; (3) instructional objectives; (4) suggestions for use of filmstrips, worksheets, reference materials, and activity cards; and (5) an outline of the unit. These materials have been validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education. (RH)

ED 133 232 SE 021 908

Young, Donald G., Comp. And Others

Washington Environmental Yard: An Environmental Education Tool Description and Assessment. Final Report.

Berkeley Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Report No.—WEY-Pub-3

Pub Date Dec 76

Grant—GOO-75-00911

Note—332p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Development, *Elementary Education, *Environment, *Environmental Education, *Facilities, *Instruction, Interdisciplinary Approach, Outdoor Education

The project described in this publication took place during the 1974-75 school year in an elementary school (K-4) in Berkeley, California. The purpose of the project was to integrate the school yard into the daily classroom activities of the children and the staff. Included in the publication are: (1) a description of the environmental yard, (2) the teaching and learning activities used, (3) the research component of the project, (4) methods used to develop the project, and (5) appendices of a number of items including questionnaires, activity cards, maps, and brainstorming sessions. The project staff felt the real success of the project was in clarifying how to do what they were trying to do, methods that need to be employed, and how to plan to orchestrate the program. Recommendations for future program development are presented. (RH)

ED 133 233 SE 021 910

Baker, C. L.

History of Academy Conference, 1926-1970.

Pub Date [71]

Note—83p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conferences, *History, *Professional Associations, Science Education, *Science History, *Sciences

Identifiers—AAAS, *Academy Conference, *American Association Advancement Science

This publication details some of the history of the Academy Conference from 1926-1970. The Academy Conference was an organization of affiliated Academies of the American Association for the Advancement of Science (AAAS). The conference met each year during the AAAS convention. Included in the materials are: (1) Summary of Early Meetings; (2) Academy Conference Officers; (3) Programs of Academy Conferences; (4) Service Awards; (5) Junior Academies of Science; (6) Science Fairs; and (7) Funds for Academies. (RH)

ED 133 234 SE 021 932

Powers, Jack W. Black, David G., Jr.

Report of a Conference on Research at the Undergraduate Level.

Research Corp., New York, N.Y.

Pub Date Apr 75

Note—69p.; Conference held at Callaway Gardens, Pine Mountain, Georgia, April 13-16, 1975; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*College Science, *Conferences, *Higher Education, *Instruction, *Research, Science Education, Sciences, *Undergraduate Study, Universities

Early involvement in research with actively participating faculty should not only speed and enhance the learning process, but also motivate students toward science. To gain firsthand information on how this concept works in actual practice, a conference on Research at the Undergraduate Level was held. All 16 participants were from universities with active undergraduate research programs. Among the themes developed for the report were the following: (1) Research as a Teaching Technique; (2) What is a Good Undergraduate Research Problem; (3) What Assistance is Needed for the Faculty Member; (4) The Best Time for Undergraduate Research; (5) Managing a Research Program; (6) Getting Students Involved in Research; (7) A Productive Research Environment; (8) Getting Inactive Faculty Back Into Research; (9) What Results Can be Expected from Undergraduate Research; (10) The Cost of Research; and (11) What Does the Future Hold? (RH)

ED 133 235 SE 021 937

Lindberg, Karl

Preparatory Mathematics Programs in Departments of Mathematics.

Pub Date [76]

Note—45p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Basic Skills, *College Mathematics, *Curriculum, Evaluation, Higher Education, Instruction, Mathematics Education, *Program Descriptions, *Remedial Mathematics, Research, *Surveys

Identifiers—Research Reports

This paper reports on a survey of remedial mathematics programs offered at the college level. The paper is divided into five sections. Section I describes the sampling procedures used in the study. In Section II, the occurrence of remedial mathematics programs in the various types of institutions and some general characteristics of these programs (such as annual enrollment in both remedial and regular programs, the amount of college credit given, textbooks used, and the use of audio-visual aids and of tutors) are discussed. Section III presents a classification of remedial mathematics programs based on two aspects of instruction: the method used to present material to the students and the means of pacing the presentation. In Section IV, evaluations of the effectiveness of individual programs are given, based on each respondent's judgment of that program's success along with the percentage of students successfully completing that program. Section V discusses both the process and the results of change in remedial mathematics programs. Finally, appendices contain lists of mathematics departments identified as having certain types of non-traditional instruction in their remedial mathematics programs. (DT)

ED 133 236 SE 021 942

Osborne, Alan R., Ed.

Investigations in Mathematics Education, Vol. 9 No. 3.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 76

Note—70p.; Contains occasional light type

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription, \$6.00, \$1.75 single copy)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Abstracts, Curriculum, Elementary Secondary Education, Higher Education, *Instruction, Learning, *Mathematics Education, Number Concepts, Problem Solving, Research, *Research Reviews (Publications), *Teacher Education

Eighteen research reports related to mathematics education are abstracted and critically analyzed. Seven of the reports deal with general instructional concerns (feedback on homework, error patterns, teacher-student interaction, reading strategies, teacher effectiveness, school attendance, and learning environment), four with topics in mathematics instruction (use of calculators, word problems, conservation of numbers, two with predictors of success in mathematics, and two with elementary teacher education. The remaining three reports concern curriculum, research methods, and concept attainment. Research related to mathematics education which

was reported in *RESOURCES IN EDUCATION* (RIE) and *CURRENT INDEX TO JOURNALS IN EDUCATION* (CIJE) between April and June 1976 is listed. (DT)

SO

ED 133 237 SO 009 520

Dyer, Prudence Brooks, Richard D.

Expressed Values: A Structural Model and a Report of a Ten Year Study with Elementary and Secondary Students. A Summary Report.

Pub Date 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, *Comparative Analysis, Data Analysis, Elementary School Students, Elementary Secondary Education, Instructional Program Divisions, *Research Methodology, Secondary School Students, Sex Differences, *Social Science Research, *Student Attitudes, Time, *Values

A study is described which used student compositions in grades 1-12 to examine expressed values over a 10-year period in the James A. Garfield School District in Garrettsville, Ohio. In four sample years, 1,500 students were assigned open-ended essay topics without knowing the writing was part of a research study. Results were analyzed to determine changes in values during the 10 years and to see if students in different grades have different values. Findings showed that students' values change as they grow older, and that boys and girls in the same grade have similar values. Grade-level values are not static—sixth graders in one year have different values from sixth graders in another year. Because these findings were derived from data taken from one school district, they are not generalizable elsewhere. Additional topics for future research might include (1) relationship between national economic or social fluctuations and students' values or (2) congruence among community values, students' expressed values, and the school's stated philosophy. (Author/AV)

ED 133 238 SO 009 548

Morris, Donald

Interdependence—Spirit of 1976: A Special Bicentennial Edition of "Teaching about Interdependence in a Peaceful World."

United Nations Children's Fund, New York, N.Y. United States Committee.

Pub Date 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American History, Civil Liberties, *Concept Teaching, Elementary Education, *Global Approach, History Instruction, *Human Relations, Learning Activities, Peace, *Resource Materials, Social Problems, Social Studies, Teaching Methods

Identifiers—*Bicentennial

Methods and resource materials are suggested for teaching elementary level students about the concept of interdependence in terms of the Bicentennial. The rationale lies with a belief in human interrelatedness and the universality of human rights for which the signers of the Declaration of Independence struggled. Students are encouraged to explore American history and find events and individuals that worked to unite Americans and foster peace among ethnic groups, races, religions, and the government and American Indians. For example, Benjamin Franklin is cited as a significant contributor to cooperation between the colonies. To celebrate the festival of the Bicentennial, activities are suggested which involve students in making collections of poetry and essays about their reactions to life today and in making colonial costumes. Awareness of new horizons can be deepened by discussing basic human needs, writing poetry relating the past to the future, and studying critical global issues such as energy, population, and mass transportation. A bibliography of 14 books and journals provides resource materials for all activities described in the kit. (AV)

ED 133 239 SO 009 570

Hawkins, John N.

Teacher's Resource Handbook for Latin American Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade

Twelve. UCLA Latin American Center Reference Series, Volume 6.

California Univ., Los Angeles. Latin American Center.

Pub Date 75

Note—230p.

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$2.50 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Area Studies, Bibliographies, Books, *Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, *Instructional Materials, International Studies, *Latin American Culture, Maps, Measurement Instruments, Periodicals, Phonograph Records, *Resource Materials, Slides, Social Studies, Tape Recordings, Transparencies

Identifiers—*Central America, Mexico, South America

This handbook is an annotated bibliography of 1,347 instructional materials for teaching about Latin America. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels—preschool and kindergarten, grades 1-3, grades 4-6, grades 7-9, grades 10-12, and ungraded. Within each section, materials are divided by geographic region and listed alphabetically according to their instructional formats. The region divisions include Caribbean, Central America, Mexico, South America, and Latin America. Types of materials include multimedia, books, films, filmstrips and slides, records and tapes, maps and transparencies, and posters and pictures. Bibliographies and journals are listed separately. Entries contain title, date, description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of publishers and distributors is included for ordering materials. The handbook concludes with two evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (ND)

ED 133 240 SO 009 571

Hawkins, John N. Maksik, Jon

Teacher's Resource Handbook for Russian and East European Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve.

California Univ., Los Angeles. Center for Russian and East European Studies.

Pub Date 76

Note—54p.

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$2.50 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Area Studies, Books, *Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, *Instructional Materials, International Studies, Maps, Measurement Instruments, Phonograph Records, *Resource Materials, Social Studies, Tape Recordings, Transparencies

Identifiers—*Europe (East), *USSR

This handbook is an annotated bibliography of 633 instructional materials for teaching about Russia and East Europe. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels—preschool and kindergarten, elementary, junior high school, junior and senior high school, senior high school, advanced and nongraded. Within each section, materials are divided by the two regions and listed alphabetically according to their instructional formats. Types of materials include films, books, records and tapes, filmstrips and slides, maps and transparencies, posters and pictures, and multimedia. Entries contain title, date, description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of publishers and distributors is included for ordering materials. The handbook concludes with two model evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (ND)

ED 133 241 SO 009 572

Hawkins, John N.

Teacher's Resource Handbook for Asian Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve.

California Univ., Los Angeles. Committee on Comparative and International Studies.

Pub Date 76

Note—194p.

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$3.00 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Area Studies, *Asian Studies, Bibliographies, Books, *Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, *Instructional Materials, International Studies, Maps, Measurement Instruments, Periodicals, Phonograph Records, *Resource Materials, Slides, Social Studies, Tape Recordings, Transparencies

Identifiers—*Asia

This handbook is an annotated bibliography of 1,586 instructional materials for teaching about Asia. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels—preschool to grade 3, grades 4-6, junior high, senior high, and ungraded. Within each section, materials are divided by geographic region and listed alphabetically according to their instructional formats. The region divisions include East Asia, South Asia, Southeast Asia, and Pacific Islands. Types of materials include multimedia, books, films, filmstrips, slides, maps and transparencies, records and tapes, and posters and study prints. Bibliographies, miscellaneous resources, and selected journals are listed separately. Entries contain title, date, description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of publishers and distributors is included for ordering materials. The handbook concludes with two model evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessment. (ND)

ED 133 242 95 SO 009 573

Hawkins, John N. Maksik, Jon

Teacher's Resource Handbook for Near Eastern Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve.

California Univ., Los Angeles. Gustave E. Von Grunbaum Center for Near Eastern Studies. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—111p.

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$2.50 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, Books, *Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, *Instructional Materials, International Studies, Maps, Measurement Instruments, *Middle Eastern Studies, Phonograph Records, *Resource Materials, Social Studies, Tape Recordings, Transparencies

Identifiers—*Middle East, *Near East

This handbook is an annotated bibliography of 828 instructional materials for teaching about the Near East. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels—primary, intermediate, and secondary. Within each section, materials are divided by region of the Near East and listed alphabetically according to their instructional formats. The region divisions include Arab Middle East, non-Arab Middle East, North Africa and the Sudan, the Arab-Israeli conflict, and religion. Types of materials include multimedia, books, films, filmstrips and slides, maps and transparencies, and records and tapes. Instructor's bibliographies are listed separately. Entries contain title, date, description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of

publishers and distributors is included for ordering materials. The handbook concludes with two model evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (ND)

ED 133 243 SO 009 604

Paulston, Roland G.

Evaluating Educational Reform: An International Casebook.

Spons Agency—World Bank, Washington, D. C. Pub Date Jul 76

Note—449p.; For a related document, see ED 130 921

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—Adoption (Ideas), *Annotated Bibliographies, Bias, *Case Studies, Change Strategies, Comparative Education, *Developed Nations, *Developing Nations, Educational Assessment, *Educational Change, Educational Development, Educational Innovation, Educational Practice, Educational Research, Educational Theories, Elementary Secondary Education, *Evaluation, Foreign Countries, Higher Education, National Programs, Organizational Change

Over 400 references relating to the theory and practice of educational reform in developed and developing nations comprise this annotated bibliography. Three objectives are to (1) provide a compilation of the literature on national educational change efforts; (2) stimulate nonbiased inquiry into causes, processes, and outcomes of educational reform; and (3) supplement the bibliographic work accompanying each national study in the World Bank Educational Reform and Economic Development Project. The annotations are presented in two parts. The first part cites theoretical, methodological, and general works relating to evaluation of educational reform efforts. The second part cites case studies that assess educational reform efforts in 57 developing countries and 26 developed countries. The annotations contain data extracted from the studies. These consist mainly of direct quotes chosen for their relevance to questions of appropriate rationales for educational reform, ideal scope and process of reform, and ideal major outcomes. To illustrate value bias in the literature, the study identifies six ideological views and lists the studies in the casebook which represent the bias of each orientation. The six categories are evolutionary and neo-evolutionary; structural-functional; system analysis; Marxist and neo-Marxist; the cultural and social movement; and anarchistic and utopian perspectives. An author index and a subject index are included. (Author/DB)

ED 133 244 SO 009 626

The Initiation Experience: Recognition of Adulthood (And When Does a Child Become a Man/Woman? Mini-Module.

African-American Inst., New York, N.Y. School Services Div.

Pub Date [76]

Note—7p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.50, 4 for \$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adolescence, African American Studies, *African Culture, Area Studies, Autobiographies, Case Studies, Childhood, *Cultural Awareness, Cultural Education, Discussion (Teaching Technique), Elementary Secondary Education, Folk Culture, Instructional Materials, *Learning Modules, Social Behavior, Socialization, *Social Maturity, Social Studies, Sociocultural Patterns

Identifiers—Guinea

An initiation ceremony which marks the passage from adolescence to adulthood in an African village is the topic of this learning module for elementary and secondary students. A reading is adapted from the autobiography of a Guinean youth who participated in the initiation experience with other boys in his village at the age of 12 years. A lesson plan, arranged in a question-answer format, directs the students to investigate the psychological impact of the initiation ceremony, the attitude of missionaries and colonial authorities in Africa toward such ceremonies, the essential elements common to all initiation rites, and the existence of similar initiation ceremonies in Western society. Detailed an-

swers to all questions are provided. Students also discuss recognition of the signal of when a man or woman attains adulthood. For example, initiation from childhood to adulthood is accomplished in some cultures by reaching a certain age, participating in a religious ceremony, graduating from high school, moving away from home, and supporting oneself financially. Three enrichment activities dealing with American and African adolescence and African initiation ceremonies are suggested. Five books on African children, religions, and philosophies are listed. (Author/DB)

ED 133 245 SO 009 641

Commager, Henry Steele

The People and Their Schools. Fastback 79. Bicentennial Series.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—30p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 paperback, discounts available)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*American Culture, Conformity, Democratic Values, *Educational History, *Educational Objectives, *Educational Philosophy, Educational Responsibility, Educational Sociology, Educational Trends, Elementary Secondary Education, Higher Education, Immigrants, Public Education, Relevance (Education), *School Responsibility, *School Role, Social Change, Social Influences, Socialization, United States History

The need to involve the whole American society in education is stressed in this monograph. Education in the United States has a history of constantly attempting to accommodate the circumstances and demands of the New World. Although American education owes much to the Old World systems in areas of curriculum and stages of education, it exhibited early and decisive differences. The American system performed many services which were performed in other countries by the church, state, guilds, and families. The American secondary school trained boys for work, college, and "life," rather than strictly for university study. Often located in small towns, American colleges were small and simple, adopted open admission policies, and taught subjects which elsewhere were studied in secondary school. In the United States, all levels of education have taught conformity to the will of the democratic majority—a majority which was until quite recently a white, middle-class majority. Educational reformers, particularly during 1890-1910, suggested philosophies which schools should follow and specified functions which schools should fulfill. Results were that schools were required to do far more than they could do and they were deflected from those things they had done well in the past. Now, there is a need to bring American schools and the entire educational enterprise into harmony with the profound changes occurring in American life. (Author/DB)

ED 133 246 SO 009 642

Davis, O. L., Jr.

Schools of the Past: A Treasury of Photographs. Fastback 80.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—53p.; Photographs may not reproduce clearly

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 paperback, discounts available)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Culture, Educational Experience, *Educational History, Educational Philosophy, Elementary Secondary Education, Life Style, *Photographs, Primary Sources, *Public Schools, *School Environment, Social Background, Social Change, Social History, Socialization, Traditional Schools, United States History

The experience of schooling in America is recalled through a memory-sharing essay and an album of photographs. The intent of the article is to prompt readers to remember their personal schooling experiences and relate them to the larger framework of national memories. The essay, focusing on schools at the turn of the 20th century, discusses urban-rural educational differences, field trips, social mobility, classroom activities, assemblies, hot lunch programs, and the relationship of schools to the American dream.

The bulk of the album consists of 35 photographs culled from the collections of the Library of Congress and the Farm Security Administration. The photographs span the period 1890-1943 and picture life in numerous types of schools—modern city schools, rural one-room schools, night schools for working boys, cooking schools for Negro girls, and an Indian school. Teachers and students are shown performing many types of classroom activities, conducting field trips, planting gardens, studying music, playing basketball, waiting for the school bus, eating hot lunches, and pledging allegiance to the flag. (Author/DB)

ED 133 247 SO 009 644

PRIDE in the Social Studies: Report of a Program Funded through ESAA, The Emergency Secondary Aid Act (P.L. 92-318).

Anne Arundel County Board of Education, Annapolis, Md.

Pub Date 8 Apr 76

Note—61p.; Paper presented to the Southeast Regional Meeting of the National Council for the Social Studies (New Orleans, Louisiana, April 8, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Education, Cross Age Teaching, Educational Innovation, Educational Objectives, Field Trips, Grading, Human Relations, *Individualized Instruction, Inservice Teacher Education, Interdisciplinary Approach, Parent Participation, *Program Descriptions, *Reading Skills, Secondary Education, Secondary School Students, Skill Development, *Slow Learners, *Social Studies, Student Attitudes, Student Evaluation, Teacher Evaluation, Tutoring, Writing Skills

Identifiers—Emergency School Aid Act, Personalized Reading, Project PRIDE

The social studies component of a secondary level interdisciplinary project, Personalized Reading Interdisciplinary Development for Everyone (PRIDE), is described. Intended for use as an individualized approach for the slow learner, PRIDE encourages students with reading difficulties to tutor two mornings a week in elementary classrooms and attend smaller high school classes the other three days. Field trips, grading procedures, career education, parent involvement, and inservice teacher training are discussed. Topics in the social studies program focus on teaching the poor reader social studies, map skills, and human relations. Three advantages of Project PRIDE are noted. First, team teaching allows for greater communication with the students. Second, the program's flexible schedule allows all PRIDE students to be assembled for a field trip, movie, or other activity. Third, resource help and volunteer tutors provide a better teacher-student ratio. The bulk of the report consists of forms and sample letters used in the PRIDE program, outlines of teacher workshops, suggested units and themes, audiovisual materials, and copies of program pretests. A bibliography of books, periodicals, articles in anthologies, and dissertations is included. (Author/DB)

ED 133 248 SO 009 652

Dynneson, Thomas L.

Anthropology and Openmindedness: A Restructuring of the Social Studies Curriculum.

Pub Date Nov 76

Note—21p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anthropology, Curriculum Enrichment, *Curriculum Planning, *Educational Change, *Educational Improvement, Educational Trends, Elementary Secondary Education, Futures (of Society), Global Approach, Interdisciplinary Approach, Models, Persuasive Discourse, Prediction, *Social Studies, Values

The potential use of anthropology for restructuring both the general curriculum and social studies is discussed. Anthropology could work as an organizer because it is a broad based discipline and relates to the natural sciences, fine arts, language arts, and humanities, as well as to the social sciences. By the beginning of the 21st century, major changes can be expected in public school curricula. Curricular organization will most likely be based on integrated models. As an organization model for the social studies, anthropology could integrate the social sciences into a balanced and cohesive, well-integrated cur-

riculum. Due to its multifaceted perspective, anthropology can aid students in resolving issues by training them to better understand technology, the processes and functions of society, social alienation, social conflict, value systems, processes of change, and knowledge of a variety of cultural patterns. Because the 21st century will undoubtedly emerge as a century of global relationships, this broadening influence on students is extremely important. Anthropologists will probably base curriculum organization on integrated models in which related disciplines play a significant part. Two charts illustrating the structure, concepts, and disciplines in an anthropology-centered curriculum are included. (Author/DB)

ED 133 249 SO 009 655
Woolver, Roberta

Expanding Elementary Pupils' Occupational and Social Role Perceptions: An Innovative Federal Project.

Pub Date 6 Nov 76

Note—13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, *Educational Research, Elementary Education, Elementary School Students, Occupational Aspiration, Research Design, *Role Perception, *Sex Role, *Sex Stereotypes, Statistical Analysis, Student Attitudes, Teacher Attitudes, *Teaching Methods

A federally funded research study, Project Equality, employed nonsexist teaching materials and inservice teacher training to expand the occupational and social role perceptions of pupils. Ninety-one volunteer pilot group teachers and their K-6 classes, representing a socioeconomically varied school district in Seattle, Washington, participated in the study. The teachers attended an introductory workshop. They were encouraged to examine and use nonstereotyped materials such as books and films, occupational simulation packets, and speakers, and participate in additional workshops. At the outset, the 91 teachers and 16 comparison teachers with no special background were given a Teacher Tendency to Stereotype Questionnaire in order to determine the effect of project participation on attitudes and the relationship between teacher attitudes and amount of pupil attitude change. Pupil attitudes were measured pre- and posttreatment by paper and pencil tests asking about participation by sexes in various activities and occupations. Residualized gain scores were used in calculating average gain by classroom. These show that (1) pilot group and comparison group teachers were not significantly different in stereotypical attitudes; (2) teacher classroom behavior correlated positively with pupil attitude change for grades K-2, but not significantly for grades 3-6; and (3) pilot group girls in grades K-2 showed less positive attitude change than boys, but girls in grades 3-6 showed more positive attitude change than boys. (AV)

ED 133 250 SO 009 656
Jackson, Miles M.

Trends in Publishing for Ethnic Studies: Afro Americans, Native American, and Spanish Speaking.

Pub Date 13 Jul 76

Note—12p.; Paper presented at The World Educators Conference (Honolulu, Hawaii, July 10-15, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—African American Studies, American Indians, Cultural Awareness, Cultural Background, Educational History, Educational Needs, Elementary Secondary Education, Ethnic Stereotypes, *Ethnic Studies, Instructional Materials, Literature Reviews, *Minority Groups, Publications, *Publishing Industry, Social Studies, Spanish Speaking, *Textbook Bias, Textbooks, *Trend Analysis, Values

Portrayal of racial minorities in textbooks is discussed and the practice of textbook publishers in their treatment of the roles of minorities during the 1960s to the present is traced. America transmits the dominant ideals and values of its culture to students through textbooks. Until the 1960s, racial minorities were generally ignored by writers and publishers of textbooks. Consequently, millions of American youth passed through schools without having read much about

African Americans, American Indians, or Puerto Ricans. The social revolution during the 1960s encouraged publishers to venture into publishing textbooks that portrayed minorities fairly, but special editions of standard textbooks tailored to meet regional biases were still being produced. A 1975 study by the American Jewish Committee focused a year-long analysis on African Americans, Mexican Americans, and native Americans and concluded that racism can still be found in social studies textbooks. Trade book publishers have been quick to realize the huge profits in minority themes and have often published or reprinted books of questionable quality. Minority publishing is improving, however, partly through the encouragement of groups such as the Council on Interracial Books for Children. Educators, textbook writers, publishers, parents, and other interested persons must not become complacent given moderate gains. They must encourage minority writers and publishing houses to select quality minority educational materials. (Author/DB)

ED 133 251 SO 009 657

Heitzmann, William Ray

Social Studies Simulations and Attitudinal Change: The Research Findings.

Pub Date 4 Nov 76

Note—12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Objectives, *Changing Attitudes, Cognitive Objectives, Educational Games, Elementary Secondary Education, Instructional Materials, Instructional Media, *Literature Reviews, Relevance (Education), Research, Research Methodology, Research Problems, *Simulation, *Social Studies, Teaching Methods

Twenty-nine studies on the effectiveness of educational simulations for changing attitudes are reviewed. The dimension of affective learning is of increasing concern to history and social studies teachers. A wide range of experts, including game designers, classroom teachers, and simulation salespersons, maintain that simulation games can influence and alter the attitudes of the participants. Research findings on the significance of simulation games for affective learning vary significantly, largely due to methodological difficulties of simulations in general and to the extreme diversity of learning games. The majority of research findings indicate that simulation games have proven successful in generating positive attitudes about the particular issue a game treats, improving participants' attitudes toward learning and the school system in general, and influencing student attitudes about their own effectiveness in their environment. Some research findings, however, indicate that neither cognitive nor affective achievement are influenced by participation in a simulation game. Educators and researchers should realize that simulations are not an educational panacea but, rather, that there are many situations and instructional areas in which social studies simulations are effective. References are included. (Author/DB)

ED 133 252 SO 009 659

Education and the Japan-America Tie in the Mid-'70s. Occasional Papers, No. 18.

Council on International Educational Exchange, New York, N.Y.

Pub Date 75

Note—8p.; Paper presented at the Annual Meeting of the Council on International Educational Exchange (November 7, 1974)

Available from—Council on International Educational Exchange, 777 United Nations Plaza, New York, New York 10012 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cultural Differences, Cultural Factors, Economic Change, Economic Factors, *Economic Progress, Economics, Higher Education, Imagery, *International Relations, News Media, Political Science, Socioeconomic Influences, Student Exchange Programs, Television, World History, World Problems

Identifiers—*Japan

Presented at a seminar on Resources for Educational Exchange with Japan, this paper emphasizes the closeness of the ties between Japan and the United States and the importance of the educational and cultural dimensions of the relationship. An historical treatment of the rela-

tionship between the two countries since 1872 points out the rapid change of imagery each country has for the other. The changes were mainly due to Japan's rapid economic and political growth. For example, the American impression of Japan changed three times in the 1960s. First, friendly Japan supplied products to the United States, then prosperous Japan economically threatened the United States when it experienced economic strain, and finally Japan was weakened when cut off from the U.S. market during the oil crisis. During the period of recent calm in this economically interdependent relationship, cooperation and joint efforts must be planned for dealing with future world problems. The imbalance of the educational and cultural dimensions of the relationship demands equalization. For instance, media and television in Japan are greatly concerned with what is happening in the United States, whereas the media in the United States pays little attention to Japan. Likewise, many Japanese students attend American schools and return to Japan knowledgeable about the United States, but few American students become so involved in Japan to learn the Japanese language. (ND)

ED 133 253 SO 009 661

Lockheed, Marlene E., Ed.

Research on Women's Acquisition of Professional and Leadership Roles. Research Bulletin 75-39.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-75-39

Pub Date Dec 75

Note—146p.; Proceedings of the AERA/SIG Research on Women Symposium, "Socialization into Professional Roles," presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., 1975)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Equal Opportunities (Jobs), *Females, Higher Education, Job Placement, *Leadership, Medical Education, Peer Relationship, Role Models, Role Perception, Sex Discrimination, *Sex Role, *Socialization, Social Science Research, Womens Studies, *Working Women

The proceedings of a symposium sponsored by the American Educational Research Association (AERA) Special Interest Group on Research on Women are compiled. The symposium focused on examining the factors which contribute to low incidence of women in both professional and leadership roles. Six papers present research gathered from cross-cultural, cross-institutional, intra-institutional, and peer interaction analysis. The first three papers analyze sex roles and equality between the sexes. The final three papers focus on how peer interaction socializes males and females to play different work roles. In each case, the papers identify a process whereby women are discouraged from pursuing goals and they seek to identify sources of change. The titles and authors are (1) "Sex Role Socialization Patterns in Selected Societies" by Constantina Saffios-Rothschild; (2) "Sex and Discipline Differences in Professional Socialization" by Lucy W. Sells; (3) "Socialization of Sex Roles in the Counseling Setting" by Johanna Shapiro; (4) "Perceptions of Freshwomen Dental and Medical Students by Their Freshmen Peers" by Harold H. Frank and Aaron Honori Katcher; (5) "Sex Status in Teacher Groups" by Katherine Patterson Hall; and (6) "The Modification of Female Leadership Behavior in the Presence of Males" by Marlene E. Lockheed. (Author/ND)

ED 133 254 SO 009 665

Morris, J. W.

European Curriculum Studies (in the Academic Secondary School), No. 10—Geography.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 76

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, *Comparative Education, Course Content, *Curriculum Development, Curriculum Evaluation, Curriculum Guides, Data Analysis, Educational Improvement, Educational Objectives, *Educational Trends, *Geography Instruction, Human Geography, Interdisciplinary Approach, Physical Geography, Secondary Education, Skill Development, Tables (Data), Teacher Education, *Testing, Test Results

Identifiers—*European Curriculum Studies, *European Education

Geography curriculum and examinations in European secondary schools are discussed. Intended as a research tool for use by educational planners and curriculum developers, the report compares geography teaching in 18 European countries by analyzing data from 1971 and 1974 questionnaires completed by educational officials of the Council of Europe. Chapter I presents information on the changing status of secondary level geography instruction. Chapter II identifies aims of the new geography as increased understanding of spatial dimensions, interaction of man and environment, stimulation of environmental protection, and increased acceptance of cultural pluralism and other life-styles. Chapter III compares four types of course syllabi—traditional, interdisciplinary, human, and limited—and presents selections of material from various textbooks. Chapter IV identifies the main resources in geography instruction as globes, maps, audiovisual aids, reprographic devices, library facilities, and mathematical aids. Chapter V discusses testing in different countries and compares feedback from various types of evaluation. Chapter VI describes teacher training in European universities. Chapter VII discusses problems in geography instruction and recommends that courses for more academically able students be stressed and that teaching conditions be improved. Tables and diagrams are included. (Author/DB)

ED 133 255 SO 009 666

Ferren, Ann S. White, Louise G.
Partnership Models for Faculty Development.
Pub Date Nov 76

Note—32p; Paper presented at the annual meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Changing Attitudes, *College Instruction, College Teachers, Curriculum Evaluation, Educational Experiments, Educational Problems, Evaluation Methods, *Faculty, Higher Education, Inservice Teacher Education, *Instructional Improvement, Models, *Political Science, Program Descriptions, Skill Development, Social Sciences, *Staff Improvement, Teacher Evaluation, Teacher Improvement, Universities

An effort to create a successful faculty development program in political science is described. Intended as a program of faculty renewal which would affect the real lives and interests of faculty members, the program is based on the contributions of one education faculty member who joined and interacted intensely with a university political science faculty for two years. The first section of the report was written by an administrator. It discusses the nature of the subject matter taught in political science, its effect on faculty needs and interests, the structural realities of the classroom in the mid-1970s, student perceptions of faculty, reward systems within the university, and the dilemma facing administrators as they allocate funds. The second section, written from the educator's point of view, describes the experiment. It discusses the attempt to gain legitimacy for the political science faculty; methods of dealing with student performance, teaching problems, and course structure; troubleshooting models; teaching improvement minicourses; evaluation of programs; and establishment of a clearinghouse to promote collegial support. Preliminary evaluation indicates that faculty members involved in the program have begun to diagnose problem areas, develop new teaching skills, and have experienced a resurgence of interest in teaching. (Author/DB)

ED 133 256 SO 009 667

Wyner, Nancy
Elementary Law-Related Education: Why Bother?
And What to Get Bothered about!
Pub Date 30 Apr 76

Note—8p; Paper presented at the regional conference on Law-Related Education of the American Bar Association's Special Committee on Youth Education for Citizenship (Framingham, Massachusetts, April 30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, *Citizenship Responsibility, Comparative Education, *Democratic Values, Educational Environment, Educational Improvement, *Educational Objectives, Elementary Education, *Elementary School Curriculum, Elementary School Stu-

dents, Group Experience, Individualism, *Law Instruction, Skill Development, Social Attitudes, Socialization, Social Responsibility, Social Services

This position paper discusses the general absence of law instruction at the elementary level and presents reasons for including it in the elementary curriculum. Two factors which hamper attempts to provide law instruction are limited economic resources and a general lack of understanding that law-related education could develop democratic participation skills in students. Most elementary students presently study in depersonalized settings where they are expected to develop high-level cognitive skills in many subjects. They are trained to be self-centered rather than socially aware and are not encouraged to develop self-discipline, independence, or responsibility, as are elementary school students in China. Educators should involve students in caring about the quality of life and human interaction and awaken them to valuing democratic ideals at an early age. Efforts toward development of citizenship education programs must begin with clear statements of what we want to achieve in schools and the types of communal responsibility we intend to foster. Law-related education provides us with the broad concepts of democracy which are the building blocks for these efforts, and it should, consequently, be included in the elementary school curriculum. (Author/DB)

ED 133 257 SO 009 668

Lott, Jesse Allen, Rodney F.
Environmental Action.

Florida State Univ., Tallahassee.
Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date Jul 76
Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Bibliographies, *Change Strategies, Citizen Participation, *Community Action, Conservation (Environment), Demonstration Projects, *Ecology, Environmental Education, Guidelines, Human Geography, Individual Power, *Leaders Guides, Resource Guides, Responsibility, Social Problems

This booklet, a general guide to citizen eco-action, discusses a plan of action on community environmental problems. It offers factors to be considered in any community eco-action situation, but it is not a rigid set of rules. An overview identifies seven key ideas of environmental issues, including the universal participation of all humans in the environment and the mistaken concept of "growth equals progress." The main body of the booklet contains eight chapters which discuss identifying the problem, setting goals, justifying the goals, identifying community and public resources, building an effective group, identifying community forces, designing an action strategy, and carrying out the project. These chapters include sociological analyses of kinds of power inherent in decision-making situations and processes of attitudes and social change. They help citizens appreciate the social forces and ramifications related to eco-action. Several resources are provided: names and addresses of 26 eco-organizations throughout the country; a bibliography of 11 references for action-oriented eco-skills; and a total of 153 sample projects for environmental education and awareness, community environmental service, and public affairs. (AV)

ED 133 258 SO 009 669

The Religion in Elementary Social Studies Project.
Final Report.

Florida State Univ., Tallahassee.
Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Bureau No.—ES-6649-73-20
Pub Date 76
Note—40p; For related documents, see ED 102 055, 114 319-321, and 118 509

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Concept Formation, Concept Teaching, Cross Cultural Studies, *Curriculum Development, Educational Objectives, Elementary Education, Elementary School Curriculum, Ethnic Studies, Global Approach, Instructional Materials, Multimedia Instruction, Program

Descriptions, Religion, *Religious Education, *Social Studies, Teacher Education

Identifiers—*Religion in Elementary Social Studies Project, RESS

A project for preparing and testing innovative curriculum materials for the study of religion in elementary social studies is described. The main objective of the project is to demonstrate that the study of religion is a necessity in the social education and personal development of children. Intended as an aid for teaching a student about his own religion and other religions, the project materials stress developing a positive self-concept and an attitude of empathy toward others. The report describes curriculum materials for grades 1-6, teacher guides, and four teacher self-instructional kits. The lessons are sequenced within units and the units are graded in complexity to foster concept development. Each level centers upon one religious theme and specifies three or four key concepts. The six major emphases are cross-cultural family studies, cross-cultural community studies, ethnic studies in an urban setting, religion and nature, religion in North America, and world religions. Each grade level set of three modules presents from four to six sequential learning encounters for students, a teacher's guide, and packets of multimedia learning materials. The project report includes information on summer programs for teachers, future needs, project financing, dissemination activities, and results from project pilot testing. (Author/DB)

ED 133 259 SO 009 671

Wentworth, Donald R.
Economic Literacy and Efficacy: Suggestions for Research. Draft.

Pub Date Nov 76
Note—18p; Paper presented at the annual meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Behavior, Consumer Economics, Criterion Referenced Tests, Cultural Environment, Curriculum Development, Definitions, *Economic Education, *Economics, Educational Needs, Educational Objectives, Elementary Secondary Education, Functional Illiteracy, Fundamental Concepts, Individual Power, Knowledge Level, *Literacy, Program Improvement, *Research Needs, Socialization, Social Science Research, Social Sciences

Economic literacy and economic efficacy are addressed by examining basic goals and assumptions of economic education and by suggesting areas that need systematic attention and investigation. To clarify goals, an operational definition of economic literacy must be developed and used in a criterion-referenced testing instrument. A definition of economic literacy should include a distinction between literate and illiterate persons, distinguishing behavior, minimum amount of knowledge, specific analytical skills, and appropriate values and attitudes. Some testable student competencies could include distinguishing economic issues from other issues, identifying the economic system, articulating basic economic concepts, and evaluating economic actions and policies and recognizing their trade-offs. However, little study has been done on the cultural process by which people gain their economic knowledge and attitudes. Utilizing political science concepts and research, it is determined that efficacy influences knowledge and attitudes. Economic efficacy is a person's belief about his level of control over the economy. It is possible that (1) a low sense of economic efficacy correlates positively with disinterest in learning economics and (2) a high degree of economic literacy does not correlate positively with a high sense of economic efficacy. Examples of tests for economic efficacy are discussed. If researchers find that economic education programs do affect feelings of economic efficacy, then they must determine on what those feelings are based. For instance, efficacy could derive from naive trust, group identity, or individual competence. (ND)

ED 133 260 SO 009 673

DeVore, Paul W.
Technology and the New Liberal Arts. Monograph Series, 1.

University of Northern Iowa, Cedar Falls. Dept. of Industrial Technology.
Pub Date 76
Note—20p.

Available from—Wagner Resource Center, Department of Industrial Technology, University of Northern Iowa, Cedar Falls, Iowa 50613 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Citizenship Responsibility, Cultural Awareness, Decision Making, Democratic Values, Economic Development, *Educational Improvement, *Educational Objectives, Educational Trends, Energy, Environmental Criteria, Futures (of Society), Global Approach, Higher Education, *Humanization, *Industrial Technology, *Liberal Arts, Problem Solving, *Relevance (Education), Social Attitudes, Social Problems, Social Responsibility, Socioeconomic Influences, Values

The American educational system increasingly shapes individuals to fit a production-consumption system. Most educators believe that education should provide career training and the basis for economic advancement, rather than reflect on past events. The questions—who we are, why we are here, and where we are going—are seldom discussed in public education today. Continued technological development has resulted in global concerns, including accelerating industrialization, rapid population growth, widespread malnutrition, depletion of nonrenewable natural resources, and deteriorating environment. These concerns have created a new kind of awareness that technology and its impact are irreversible. Increasingly, there is the realization that if present trends continue, self-destruction from overpopulation and high energy consumption is assured. The implication is that increased liberal arts knowledge will directly enhance a society's capacity to make choices, decide goals, and produce desired changes. This acceptance of a new liberal arts perspective, in turn, would increase the potential of education as a creator of intelligent, capable beings. (Author/DB)

ED 133 261

SO 009 675

Gray, Charles E.

A Case Study: New Doctor of Arts Program, Illinois State University.

Pub Date 4 Nov 76

Note—13p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Teachers, Degree Requirements, Doctoral Programs, *Doctor of Arts Degrees, Higher Education, *History, History Instruction, Instructional Improvement, Program Content, *Program Descriptions, Program Design, Program Development, Secondary School Teachers

The development of a Doctor of Arts (D.A.) program in history at Illinois State University's Department of History is presented. The program proposal was approved in 1974 and a full complement of graduate students were accepted into the program by summer 1975. The overall objective of the program is the improvement of history instruction and curriculum at the secondary and collegiate levels. It emphasizes growth in knowledge and skills related to both the content and teaching of history. The program is designed primarily to provide advanced training for experienced teachers who have the potential to become curriculum leaders or master teachers in their institutions, such as teachers in community colleges, four-year colleges, and comprehensive high schools. The program includes educational, historical, cognate, and dissertation components. Students are required to take 16 semester hours in history, 16 hours in a cognate concentration, 14 hours in education, and 14 hours for the dissertation. The dissertation can emphasize (1) curriculum development and field study or (2) historical topics and their instructional application. Special program features include cooperation with the Department of Curriculum and Instruction of the College of Education, individualization for student needs and goals, student participation on the doctoral committee, and joint initiation with other D.A. programs at the university. Short backgrounds of the 16 students currently enrolled in the program conclude the document. (ND)

ED 133 262

SO 009 676

Hoffman, Alan J.

Personalizing Instruction through the Use of Protocol-Related Materials.

Pub Date 4 Nov 76

Note—22p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Analysis, Elementary Education, Higher Education, *Individualized Instruction, *Inquiry Training, Instructional Materials, Learning Modules, Methods Courses, *Protocol Materials, Self Concept, Skill Development, *Social Studies, Student Attitudes, Teacher Behavior, *Teacher Education, Teaching Techniques, Verbal Communication

An approach for selecting, modifying, and using protocol-related materials in elementary social studies is described. Protocol materials are defined as original records of an event or a behavior which can be observed and analyzed by inservice and preservice teacher education students. The approach, beginning with the presentation of an editorial taken from the personal history of the methods course teacher, is used as a data source to introduce skills from a U.S.O.E.-funded learning module concerned with paragraph analysis. The students read and analyze the selection, focusing on when and where the document was written. After the students have recorded their initial hypotheses, they are asked to interpret the document in more detail. Capstone questions dealing with the historiographical process and with the role of the teacher in the inquiry conclude the exercise. The bulk of the paper consists of the following supplements: the editorial, a tape discussion of student-teacher comments regarding the editorial, a sample student analysis and evaluation of the editorial, and a description of four federally funded behavior modification protocols for use in elementary social studies. A bibliography of protocol materials is included. (Author/DB)

ED 133 263

SO 009 677

Llanes, Jose R.

Moving toward Cultural Pluralism, Part I: The Process of Enculturation.

Pub Date Sep 76

Note—17p.; Paper presented at the annual meeting of the World Education Association (Honolulu, Hawaii, July 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acculturation, *Asian Americans, Behavioral Science Research, Case Studies, Community Attitudes, *Community Study, *Cultural Pluralism, Culture, Ethnic Studies, Immigrants, Minority Groups, Minority Role, *Social Environment, *Sociocultural Patterns, Sociology

Identifiers—California (San Francisco)

Culture is viewed from a sociological perspective through presentation of a case study of social consciousness in San Francisco. Referring to the work of Milton Gordon, the author discusses two theories of social integration. The first theory of assimilation is defined as a process of social and psychological adherence to a core society. The second theory of pluralism is defined as a compounding of different activities and values to make up a group spirit. The enculturation of people in San Francisco is discussed in terms of four composite psychological characteristics—concern, tolerance, internationalism, and pluralism. These characteristics are related to the social process factors of immigration, minority assimilation, ethnic communality, and economic predominance. Vietnamese immigrants are an example of a group which is assimilated linguistically, racially, and sociopolitically into Asian- and French-speaking groups in San Francisco. Reasons given for this assimilation include the desirability of joining a thriving and self-sustaining cultural group, the wish to share linguistic and cultural preferences, and common values. The differences between identification assimilation and enculturation are described. The need for further research into the coexistence of cultures in pluralistic settings is noted. References are included. (Author/DB)

ED 133 264

SO 009 678

Wronski, Stanley P.

UNESCO and the Academic Community: A Case Study.

Pub Date Nov 76

Note—17p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976); Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Freedom, Activism, Administrative Policy, *Case Studies, *Censorship, College Environment, Conflict, *Ethics, Freedom of Speech, Higher Education, International Organizations, Political Attitudes, Political Issues, Politics, *Professors, Social Studies, Teacher Behavior, Teacher Militancy, World Affairs

A case study concerning professional ethics and political activism of university professors is presented. The subject of the study is the Committee for an Effective UNESCO, an organization which is pressuring the academic community to boycott all UNESCO-sponsored activities until UNESCO ceases its alleged discriminatory political activities and modifies resolutions condemning Zionism and racism. The intent of the author is to call attention to a situation that has created considerable internal controversy at American universities. The attempts of Committee members to cancel a UNESCO conference at Michigan State University in 1976 are documented, and letters circulated by the Committee concerning this and other university conferences are discussed. The ethical issues dealt with relate to those which surround the UNESCO conference, policy statements issued by the National Council for the Social Studies on academic freedom and open inquiry, freedom of speech, freedom of the press, and the responsibility of the university to remain a marketplace for the free exchange of ideas. An appendix presents a chronology of 14 events prior and subsequent to the UNESCO-sponsored conference at Michigan State University, May 24 through 29, 1976. (Author/DB)

ED 133 265

SO 009 680

Bell, Gwen, Ed.

EKISTICS [OIKIETIKH]: The Problem and Science of Human Settlements, Volume 41, Number 246, May 1976. Education.

Athens Center of Ekistics (Greece).

Pub Date May 76

Note—66p.

Available from—Editorial Office, Ekistics, Page Farm Road, Lincoln, Massachusetts 01773 (\$4.00 paper cover, 10 or more \$3.00 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Education, *Developing Nations, Educational Development, Educational Improvement, Educational Needs, *Educational Planning, Educational Programs, *Environment, Environmental Education, Environmental Influences, Global Approach, *Human Geography, *Human Living, Institutes (Training Programs), Interdisciplinary Approach, International Education, Non Western Civilization, Planned Community, Socioeconomic Influences, World Problems

Articles related to educational planning in developing nations are presented. This issue of the journal of the World Society for Ekistics reviews environmental and settlement education programs which offer a wide variety of new approaches. Topics discussed include becoming a planning society; challenges, dilemmas, and strategies of ekistics education; and major objectives of educational policies in developing nations. Dealing generally with the problem of synthesizing knowledge, the articles on educational programs discuss environmental education programs in developing countries and interdisciplinary approaches to educational planning. Two articles emphasize the design of model educational systems—one in Nigeria and the other in non-Western nations. Another article describes the necessity to develop skilled manpower for building and planning at the local level. The remaining articles report on the feasibility and accomplishments of training courses in developing nations. Also discussed are recent widespread concerns of educational policy in developing nations, such as women, economic productivity, and urban-rural differences, as well as literacy education. Tables, photographs, and references are included. (Author/DB)

ED 133 266

SO 009 681

Women in 1975. Transmitted to the President, March 1976.

Citizens Advisory Council on the Status of Women, Washington, D.C.

Pub Date 76

Note—154p.; For a related document, see ED 120 623

154 Document Resumes

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (order stock no. 052-003-00161-6, \$2.25)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Achievement, Annual Reports, Education, Employment, Family Life, *Females, *Feminism, Health, Mass Media, Politics, *Professional Recognition, Socioeconomic Status, Statistical Data, *Status
This 1975 annual report of the Citizens' Advisory Council on the Status of Women describes the many achievements accomplished by women during the year and discusses Council activities and recommendations. The first part, reporting on women in 1975, discusses politics, education, media, health, family life, employment, and other areas in which women's groups and individuals acted to accomplish their stated goals. The second part, comprising the major portion of the document, contains appendices which describe the activities and list recommendations of the Council along with some statistical information. The appendices contain an index to Council recommendations; and index to Council publications; Chairperson Jacqueline G. Gutwillig's speech on the status of women given at the White House in May 1975; Presidential Proclamation on Women's Equality Day; names of states that have ratified federal and state Equal Rights Amendments (ERAs); list of national organizations which are supporting the ERA; names of organizations which oppose the ERA; statistics on women in public office 1975-1976 and the names of women in Congress; description of women and employee benefit plans; recommendations concerning social security made by the Council to the Secretary of Health, Education, and Welfare; college plans of high school seniors by sex and race 1972-1974; memorandum on the need to examine health care for female offenders; statistics on total money income of households by sex of head of household; and National Women's Conference Bill. (Author/RM)

ED 133 267 SO 009 682
Elman, Lee H.

Social Studies and Secondary Students' Political Attitudes toward Society and School: A Two-Year Longitudinal Study.
Pub Date 76

Note—10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$11.67 Plus Postage.

Descriptors—*Changing Attitudes, *Classroom Environment, Data Analysis, Educational Research, Longitudinal Studies, *Political Attitudes, Secondary Education, Secondary School Students, Social Attitudes, *Social Studies, Statistical Analysis, *Student Attitudes, Student Participation, Student School Relationship, Tables (Data), Teaching Techniques, Trend Analysis

The effect of social studies instruction on students' attitudes toward school and society for two years is analyzed. The social studies variables examined for their influence on the trends across time for nine attitudes were the number of social studies semesters, the extent of controversial issues treatment, treatment of more than one side of controversial issues by teachers, teacher's partisanship-neutrality during issues discussion, and student feelings of freedom to express opinions while discussing controversial issues. Data were collected during the spring semesters 1974-76 from a convenience sample of 200 randomly selected students within each of ten schools. Sixty-four attitude items were used to generate factor scores for the following nine attitude dimensions: (1) trust in people; (2) social integration; (3) political confidence; (4) political interest; (5) trust in other students; (6) trust in school adults; (7) integration in school culture; (8) school political confidence; and (9) school political interest. Findings indicated that the nine attitudes were very stable over the three data collection points for the two-year period and that the best predictor was the students' feeling of freedom to express opinions in class discussion. It is concluded that the social studies classroom climate is more important to student attitudes than any other factor. Tables representing multivariate analysis of variance for trends over the two years are included. (Author/DB)

ED 133 268 SO 009 683

Dynneson, Thomas L.
Planning Local History Projects for Elementary and Secondary Students.

West Texas Regional Council for the Social Studies, Odessa.

Pub Date Nov 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Resources, *Community Study, Elementary Secondary Education, Guidelines, *Local History, *Research Skills, Resource Guides, Skill Development, Social Studies, *Student Projects, Student Research, *Teaching Methods

Topics and guidelines for stimulating interest in the study of local history at the elementary and secondary levels are described. The paper lists roles and responsibilities of teachers and students engaged in historical research, suggests projects for elementary and secondary teachers, and lists five basic reference books for teachers who are seeking additional information on local history projects. Motivation and skill development are discussed as essential preliminary tasks for the teacher in order to help students, who are improperly prepared to perform basic historical research, avoid frustration. It is recommended that elementary children do projects related to home and neighborhood, such as telling stories of family history connected with moving into the neighborhood, making scrapbooks of photos of the neighborhood, and visiting museums and public libraries to research simple themes. Secondary level students could study broader community issues such as poverty, pollution, and unusual local events. They could use community resources, such as local newspapers. Suggestions are given to help students choose appropriate topics, organize their project work and classroom presentations, and write final reports. (AV)

ED 133 269 SO 009 684

Lede, Naomi W. Dixon, Hortense W.

Citizen Participation: A Functional Analysis.

Texas Southern Univ., Houston. Urban Resources Center.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Contract—HUD-1709

Note—101p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Citizen Participation, *City Planning, *Community Agencies (Public), Community Attitudes, Community Involvement, Community Planning, *Community Study, Data Analysis, Decision Making, Government Role, Models, Neighborhood Improvement, Participation, *Program Evaluation, Public Housing, Public Housing Residents, *Research, Tables (Data), Urban Renewal, Urban Studies

Identifiers—*Model Cities Program

Citizen participation in Model Cities programs in ten southwestern cities is analyzed to determine the impact of federal assistance on housing in urban areas. The first section of the study provides a functional analysis of citizen participation in Model Cities, with special emphasis on performance criteria of resident involvement. Section two examines resident involvement from the standpoint of interagency linkages and procedures, overall performance, and goal achievement. The third portion of the study discusses the concepts of power and perceived alienation and considers some fundamental questions relative to the Model Cities demonstration projects as an instrument of change. Four distinctive findings of the study are indicated. First, there was a great deal of citizen involvement during initial stages of program planning. Second, there was substantial involvement by residents in areas such as membership on Model Cities program boards, subcommittees, local agencies, and other program-assisted projects. Third, there was evidence of increased citizen participation in neighborhood and other civic affairs. Fourth, socioeconomic variables, such as occupation, income, and education, correlated negatively with powerlessness, normlessness, and social isolation. Residents appeared to feel that they are part of, rather than alienated from, the Model City agencies. Seventeen tables and a bibliography are included. (Author/DB)

ED 133 270 SO 009 686

Wagar, W. Warren

Books in World History: A Guide for Teachers and Students.

Pub Date Oct 73

Note—191p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$4.95 clothbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African History, Ancient History, *Annotated Bibliographies, Asian History, Course Content, Course Objectives, Course Organization, European History, Higher Education, *History Instruction, *Literature Reviews, Medieval History, Middle Eastern History, Modern History, Non Western Civilization, Secondary Education, Teaching Guides, Western Civilization, World Affairs, *World History

More than 380 world history books are listed in this annotated bibliography. The author's selections, critiques, and discussions of teaching history are based on the assumption that history is a subject that demands creative thought far more than it demands a prodigious memory. Chapter 1 lists and discusses books dealing with the nature of history and its role in education. A discussion of ten ways to structure world history courses follows: (1) the hand of providence, (2) what goes up must come down, (3) good tidings, (4) the golden thread, (5) the ages of man, (6) compare and contrast, (7) interaction, (8) great men, (9) great forces, and (10) the idea of mankind. Included are annotations of works using these approaches plus some books and journals that deal generally with teaching history. Chapter 2 lists and describes reference works, books on research and writing, multivolume historical series, and journals. Remaining chapters survey the broad field of world history and list works that focus on the Ancient West, East and South Asia, Middle East, Africa, Australia, Latin America, and Europe. A separate chapter discusses history books that deal with the world since 1945. The final chapter provides a checklist of 75 basic books in world history, both scholarly and popular, with an index to their respective annotations. Bibliographic information for each entry includes prices and availability of the book in both hard cover and paperback. Some annotations contain a summary of the author's thesis along with the content description. Books especially suited for high school students are flagged. (ND)

ED 133 271 SO 009 687

Education in Asia: Reviews, Reports, and Notes. Number 8.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No—BKR-75-RHM-477-2600

Pub Date Sep 75

Note—70p.; For a related document, see ED 114

304

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$3.75 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Asian Studies, Case Studies, *Comparative Education, *Developing Nations, *Educational Development, Educational Objectives, Elementary Secondary Education, Higher Education, Literature Reviews, *Non Western Civilization, Population Trends, Rural Development, Science Education, Socioeconomic Influences, Technical Education

Identifiers—Afghanistan, *Asia, India, Philippines, Thailand

Reports on education in Thailand, Afghanistan, and the Philippines and reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia comprise this document. The first report, concerning educational reform in Thailand, presents recommendations of a governmental committee on curriculum, methods, administration, and equality. Afghanistan's attempts to increase opportunities for lifelong education, training, and literacy are described in the second report, followed by a discussion of national examinations for university admission in the Philippines. Reviews of recent publications on the following

topics are presented: (1) social and educational reform in India; (2) science education in the Philippines; (3) the role of the university in Southeast Asia; (4) population and education in India; (5) rural development; (6) technical education in Bangladesh; (7) educational studies in the Republic of Korea; (8) education and development in Nepal; (9) teachers and changing curricula in Pakistan; (10) university adult education in Sri Lanka; and (11) education in Australia. An annotated list of documents related to Asian education and a summary of proposals for achieving universal primary education in India by 1986 conclude the document. (Author/DB)

ED 133 272 SO 009 689
Learning More about Black Americans. An Instructional Unit for the Upper Elementary Grades.

Montgomery County Public Schools, Rockville, Md.

Pub Date 76

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*African American Studies, Annotated Bibliographies, Audiovisual Aids, Biographies, Course Objectives, Elementary Education, Ethnic Studies, Instructional Materials, Intermediate Grades, Learning Activities, *Negroes, *Negro Role, *Resource Materials, *Social Studies, Social Studies Units, *United States History, Unit Plan

This instructional unit for grades 4-6 specifies objectives, resources, and lesson plans to help students develop knowledge and appreciation of contributions made by blacks to American society. The activities can be integrated with other program areas, such as language arts, music, and art. For each of four instructional objectives the unit suggests activities, sample assessments, class and team projects, and class presentations. One major activity involves reading full-length biographies of famous individuals, such as Booker T. Washington, Jackie Robinson, Mary McLeod Bethune, and Martin Luther King, Jr. Information-sharing activities involve (1) creation of data sheets which show obstacles overcome by blacks and contributions made by individual black Americans and (2) a class slide show with content and script prepared by the students. A time line showing the lives and contributions of various individuals can be constructed to illustrate that the influence of black Americans spans all periods of American history. An appendix contains sample data sheet forms and planning forms for a class slide show. A unit support package provides annotated bibliographies of six reference books, ten multiple biographies, 56 biographies of individuals, and nine biographies of black athletes. Also listed are two periodicals, 11 audiovisual materials, and three places to visit in Washington, D.C. (AV)

ED 133 273 SO 009 690

Senn, Peter R.

World of Work—Economic Education Project, 1974-1976. Final Evaluation.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 30 Sep 76

Grant—GW-8546; PES-75-01844

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Cost Effectiveness, Course Content, Curriculum Development, Curriculum Evaluation, *Economic Education, Economics, *Educational Objectives, Elementary Secondary Education, Evaluation Methods, *Experimental Curriculum, Federal Aid, Program Descriptions, *Program Evaluation, *Research Needs, Social Studies, Teacher Education, Teaching Procedures

Identifiers—*World of Work Economic Education Project

This evaluation of a federally funded economics curriculum project reviews acquisition of learning outcomes, success of content and teaching methods, perception of curriculum change, and facilitation of decision making. Over 10,000 elementary and secondary school students in Illinois were exposed to economics through the specially developed World of Work Economics Education curriculum (WOWEE). The content focused on 10 concepts including scarcity, work satisfaction, productivity and labor, and unemployment. Teachers sharpened their own skills in economics by studying in a university setting.

Specific sections of the evaluation report assess learning objectives, instructional procedures, instructional and community settings, and the standard and basis for judging quality. A review of benefits, costs, and side effects of the program includes a report on how federal money was supplemented by contributions from universities, school districts, and state and private foundations. The program had widespread impact in Illinois. Articles published for professional audiences may promote national impact as well. Two areas for further research were identified: sex-related learning differentials in economics and measurement of affective learning in economic education. Appendices include the table of contents of a course text, a sample lesson planning packet, and regression results for cognitive evaluation. (AV)

ED 133 274 SO 009 691

Wagschal, Harry

Values Education. Towards a Theory and Practice of Cultural Transformation.

Pub Date [76]

Note—102p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Beliefs, Case Studies (Education),

*Developmental Psychology, Developmental Stages, Educational Objectives, Ethical Values, Higher Education, *Humanistic Education, Models, *Moral Development, Personal Values, Social Science Research, Social Values, State of the Art Reviews, *Theories, *Values

This document examines some of the major theoretical considerations and pedagogical applications of values education. In six chapters, the author reviews relevant developmental psychology literature and explores the major sociological dimensions of values education. "The Development of Values as an Educational Objective" summarizes various theories about the goals of values education. It is recognized that responsible individuals must act within a values framework, but there are problems in prescribing any one system of values in a pluralistic society. "Towards a Conceptual Framework for Values Education" reviews theoretical justifications from three viewpoints: the organismic-structural-developmental view (Stewart, Piaget, Kohlberg), the philosophical-social-psychological view (Lawson, Phenix), and the scientific view (Eckhardt, Rokeach, Maslow). "Four Models of Values Education" describes values clarification, Kohlberg's moral development theory, Allen's environmental-moral reasoning, and the Coombs-Meux moral reasoning model. Curriculum, teaching methods, and reexamination of society's values are discussed in "Institutional Contexts of Values Education" and "Values Education and the Emergence of New Paradigms." A case study of an interdisciplinary undergraduate humanities course is analyzed in "From Theory to Practice." (AV)

ED 133 275 SO 009 693

Wyner, Nancy

Teaching Self-Discipline: Democratizing the Classroom through Law-Related Education.

Pub Date Sep 76

Note—10p.; Paper presented at the Massachusetts State Department of Education Conference for New Teachers (September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Democratic Values, *Discipline, Educational Sociology, Effective Teaching, Elementary Secondary Education, *Human Relations, Interpersonal Relationship, Law Instruction, Laws, Moral Development, *Self Control, *Social Responsibility, Social Values, *Teacher Role, Teaching Methods

This document discusses classroom discipline and the teacher's role in promoting student understanding of the democratic process and respect for structure in social groups. Definitions of discipline include punishment, school regulations, and classroom rules enforced by the teacher as a reasonable authority. In explaining the need for rules and limits in the classroom, the author points out that laws preserve some measure of freedom for everyone while, at the same time, limiting certain behaviors. In guiding the structuring of rules and social controls in the classroom, the teacher must be responsive to students' developmental capabilities. This is especially important in elementary grades when children begin to perceive themselves as significant members of a group. Teachers must apply authority effectively in establishing discipline and

should manage conflict resolution in ways that become learning experiences in order to strengthen collective social responsibility. Nine steps are presented to help teachers establish order and build student self-discipline. (Author/AV)

ED 133 276

SO 009 694

Wyner, Nancy

Another Specie Endangered: The Young American Citizen. Thoughts and Comments on the Political and Legal Education of Primary School Children.

Pub Date Nov 76

Note—11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Citizenship, Citizenship Responsibility, Curriculum Problems, Democratic Values, Early Childhood Education, *Educational Needs, Elementary Secondary Education, Interpersonal Relationship, Law Instruction, Laws, Literature Reviews, Political Attitudes, *Political Socialization, Primary Education, Research, *Social Relations, *Student Teacher Relationship, Teacher Role

Research is reviewed that concerns citizenship education for primary grade children, and strategies are discussed that deal with political socialization in early childhood years. The most current methods for teaching citizenship emphasize complacency and compliance to school rules, not the understanding of democratic processes and citizen responsibility. Administrators may perceive compliance as practical and necessary, but it fosters naive political inactivity when students grow older. Basing his conclusions on the work of Piaget, the author calls for mutual respect, reciprocity, and obligation between teachers and students. Such an exchange leads toward the democratic process of social interchange. Interviews with primary grade children indicate that children are attuned to political aspects of their milieu and that they can accept rules as reasoned actions which support a degree of freedom for all group members. Law in a Free Society, a California-based project, is described. It is an elementary and secondary level program with exemplary curriculum, teacher training, and evaluation components. (AV)

ED 133 277

SO 009 695

Colby, Constance T., Ed.

Toward a Statewide Network of Education Programs for Working Women. Conference Proceedings (Syracuse, New York, March 25-26, 1976).

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Date Mar 76

Note—57p.

Available from—New York State School of Industrial and Labor Relations, Cornell University, 7 East 43rd Street, New York, New York 10017 (\$1.00 paper cover)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Case Studies, Educational Improvement, Educational Needs, Educational Objectives, Educational Opportunities, *Educational Programs, *Guidelines, Higher Education, *Needs Assessment, Student Characteristics, Student Financial Aid, Student Motivation, *Womens Education, *Working Women, Workshops

The educational needs of working women and the educational programs which are open to them are discussed in this report. The conference focused on working women as a new student group. Conference participants from higher education, labor unions, and industry exchanged ideas. Topics discussed include outreach on the part of educational institutions to working women, characteristics of women students, and problems peculiar to working women when they become students. A student panel presented four case studies of women who returned to school to highlight problems and rewards which other women might encounter. The keynote speech addressed the university's interest in the working woman as a student. It was followed by a discussion of five model programs which have been successful in educating blue-collar workers in New York and Detroit. Suggestions for designing a network to attract women students and create a clearinghouse on educational programs for women workers were presented. Five guidelines

for creating educationally innovative programs were suggested at the conclusion of the conference: (1) prepare for a long struggle; (2) plan the campaign; (3) make it a team operation; (4) be flexible; and (5) seek insights. A directory of conference participants is included. (Author/DB)

ED 133 278 SO 009 697
Stasny, John F.

Technology and the Nature of Man: A View from the Humanities. An Occasional Paper on Man/Society/Technology.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Pub Date Sep 76

Note—17p.; For related documents, see SO 009 698-702

Available from—Book Store, West Virginia University, Morgantown, West Virginia 26506 (\$1.00 paper cover)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment (to Environment), *Attitudes, Educational Problems, Higher Education, Human Dignity, Humanism, *Humanities, Nineteenth Century Literature, Social Problems, Social Responsibility, *Technological Advancement, *Technology, *Values

The author reflects on the declining appreciation of the humanities in light of the major role which technology plays in our lives today. Three issues related to this problem are identified: what educators should do about the loss of our literary heritage, what values operate in our technological society, and whether faith in man's unconquerable spirit is an adequate source of hope. Answers, or "a little good news," are sought in three 19th-century poems which present solutions to despair and pessimism. The author concludes that technology provides a means of transmitting traditional values, but in formats other than traditional literary style. He finds characteristics of wisdom and rationality in the Graeco-Roman humanist tradition and sees them as being more useful today than private selfish provision. The spirit of Don Quixote's quest illustrates that faith in man's spirit can triumph over despair. (AV)

ED 133 279 SO 009 702
Monahan, William G.

Technology and Education: Non-prioritized Technology in an Adaptive Society: A Sociopolitical View. An Occasional Paper on Man/Society/Technology.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Pub Date Sep 76

Note—18p.; For related documents, see SO 009 697-701

Available from—Book Store, West Virginia University, Morgantown, West Virginia 26506 (\$0.90 paper cover)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adaptation Level Theory, *Features (of Society), Goal Orientation, Higher Education, Organizational Theories, Political Influences, Social Change, Social Problems, Social Structure, *Social Systems, Sociocultural Patterns, Sociology, *Technology

This seminar paper explores the relationship between technology and society, based on the position that man has not developed a social system that gives adequate guidance to technology. The hypothesis is that if technology has no priority, then it has no purpose. Talcott Parsons' concepts of functional imperatives and pattern variables are discussed to illustrate the relationship of technology to society. From Parsons' framework, it is determined that the United States is an adaptive society with nondirected technology and that technology is not functioning correctly in the United States. Its dysfunction is exhibited in the current incompatibility of energy conservation and technological exploitation. A new look at national purpose is needed for guiding U.S. technology at correct intensity levels. Technology should be made a societal concern and this concern should be internalized in individuals. Thus, the United States must change to another type of society which will rank technology so that it functions within the society. If this interpretation is true, then (1) the United States inevitably will change from an adaptive society to a goal-attainment society concerned with means-manipulation, and (2) there will be greater tolerance of deviance and accelerated recognition of the "common good." (ND)

ED 133 280

Tedesco, Paul H., Ed. And Others

A Business Casebook for Young Decision Makers.

Northeastern Univ., Boston, Mass. Coll. of Education.

Pub Date 76

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Problems, Business Cycles, *Case Studies, *Change Strategies, *Decision Making, *Economic Education, Economic Factors, Industry, Problem Solving, Resource Materials, Secondary Education, *Social Studies

Ten case studies taken from the business world are presented to help secondary school students develop a realistic understanding of economic problems. Discussion of the cases can be integrated into economics or social studies programs. By studying concrete examples of business reacting to changing economic conditions, students should learn to understand microeconomic relationships such as business organization, competitive mechanisms, and economic motivation. All but one of the studies describe real situations which have developed during the 1960s and 1970s in the Northeast. All historical and current facts are provided, and students must analyze the data and make business decisions. For example, the development of a national restaurant chain is explained in terms of demographic studies, reasons for past successes and failures, and financial requirements of opening new sites. Three possible new sites are described. Students must consider factors such as location, rent, building redesign, and availability of liquor licenses in selecting the most appropriate site. Other cases involve the future of the shoe industry, viability of an investment company, and relocation of a rubber and golf products company. (AV)

ED 133 281

Browne, Millard C.

The United States and Japan. A Wingspread Conference of Editors from Japan and the United States (Racine, Wisconsin, November 2-5, 1975).

International Press Inst., Pittsburgh, Pa.; Johnson Foundation, Inc., Racine, Wis.

Pub Date Sep 76

Note—25p.

Available from—The Johnson Foundation, Racine, Wisconsin 53401 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Conferences, Cultural Differences, Economics, Foreign Countries, Foreign Policy, Global Approach, *International Relations, *News Media, News Reporting, Politics, Press Opinion, World Affairs, *World Problems

Identifiers—Japan, United States

The purpose of this conference of news executives from Japan and the United States was to exchange views on the relationship of the two nations and to identify areas of common concern. In general, it was agreed that the two nations are getting along very well despite their cultural differences. The first session dealt with the U.S. role in Asia. The consensus was that Japan has taken the U.S. pullout from Southeast Asia in stride and is exerting its own influence as best possible diplomatically and economically. The U.S. commitment to South Korea is a touchy area for both countries, and Japan urged the United States to recognize North Korea so it can be brought into the world community. Fear of both Koreas was expressed. A consensus exists for the current American-Japanese security treaty. Speakers warned about underrating trouble spots such as China and Russia, Europe, money exchange, access to resource materials, and direct investment policies. A light discussion ensued of cultural and sociological contrasts, followed by a probe into the victor-vanquished relationship after World War II. The final session concerned media coverage of one country by the other and the relationship between the newsmen in crisis times and under ordinary conditions. (ND)

ED 133 282

Banks, James A.

Multicultural Education: A Vehicle for Educational Reform.

Pub Date Nov 76

Note—12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

SO 009 709

Descriptors—Concept Teaching, Cultural Awareness, *Cultural Education, Cultural Pluralism, *Educational Change, Educational Environment, Elementary Secondary Education, *Ethnic Groups, *Interdisciplinary Approach, Minority Groups, *Social Integration, Teaching Techniques

This document discusses the goals of multiethnic education, its usefulness for educational reform, and common practices in multiethnic programs. There is a need for all children to learn about other cultures in order to gain greater understanding by viewing themselves from different perspectives. Teachers of multiethnic education should try to counter prejudices and stereotypes which children learn involuntarily from the media, adults, and society. Merely focusing on ethnic holidays and minority group heroes does not provide students with a conceptual interdisciplinary perspective on particular ethnic groups. Multiethnic education should reach beyond classroom curricula to include ethnic diversity in school staff, attitudes, teaching strategies and materials, testing and counseling, and school norms. As a vehicle for educational reform, multiethnic education provides an opportunity for conceptual teaching, value inquiry, and interdisciplinary approaches to the study of social issues. A bibliography of nine recommended resources is included. (AV)

ED 133 283

Smith, Barbara

Adolescent and Parent: Interaction between Developmental Stages.

Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Pub Date 76

Note—9p.

Available from—Center for Youth Development and Research, 48 McNeal Hall, University of Minnesota, St. Paul, Minnesota 55108 (\$0.25 paper copy)

Journal Cit—Center Quarterly Focus; Fall 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, Adult Education, Age Groups, Attitudes, Changing Attitudes, *Developmental Stages, Family (Sociological Unit), *Family Relationship, Maturation, *Middle Aged, Newsletters, Parent Attitudes, Parent Child Relationship, *Parents, Personality Development, Research Needs, *Role Conflict, Secondary Education, Sexuality, Youth

The focus of this newsletter is on the interaction between two major developmental stages: adolescence and middle age. Research and theories about each stage are presented separately, followed by a discussion of how the two occur within the family structure. This discussion may be useful to teachers, counselors, employers, or researchers working with individuals who are particularly affected by the impact of this cross-stage interaction. Among the unique and stressful characteristics of adolescence are ego identity, peer-group relations, emotional growth, establishment of independence, and career formation. Middle age is frequently characterized by awareness of aging and proximity of death, waning health and vitality, achievement of career plateau, waning parenthood, and resultant change in marriage situations. When adolescents undergo ego identity and role confusion at the same time that their parents experience pressures of generativity versus ego stagnation, tension and potential conflict are likely. Parents may not have the physical or psychic energy to guide their adolescent children, and alienation may result. Greater freedom for the younger generation may promote inferiority feelings in parents. Research is needed to explore family therapy, education about problems of aging, and effect of environment or individual characteristics on the varying severity of transitional stages experienced by different people. (AV)

ED 133 284

Kempel, Ted Collins, Gordon

Applications of Learning Theory: A Course in Self-Control.

Pub Date Sep 76

Note—12p.; Paper presented at the annual meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Sciences, *Behavior Change, *Changing Attitudes, Course Descriptions, Course Evaluation, Higher Education,

*Psychology, *Self Control, *Student Behavior, Textbooks

A 10-week seminar in self-control for 25 selected junior and senior psychology majors at the College of Wooster is described. The seminar was developed in response to increasing popularity of behavior modification and an interest in exploring applications of a science of behavior. The didactic aspect of the course was complemented by an applied emphasis in which each student selected a relatively benign behavior, devised a self-modification procedure, quantitatively evaluated his progress, and submitted a scientific report in the American Psychological Association (APA) publication format. Target behaviors ranged from smoking to assertive behavior and negative comments about others. Short-term gains were reported in most of the programs. Other benefits to students may have included involving oneself in the application of psychology, developing a more scientific approach to solving everyday problems in living, and fostering a less negative attitude toward the control of behavior. The paper concludes with an annotated bibliography of four texts suitable for use in undergraduate self-modification seminars. (Author/AV)

ED 133 285 SO 009 728

Rushdoony, Haig A.

The Relationship of a Given Group of Elementary Children's Rankings of Social Studies with Other Subject Matter in Grades Three and Five.

Pub Date Nov 76

Note—31p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976); Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Changing Attitudes, *Course Content, *Educational Research, Elementary Education, Elementary School Curriculum, Elementary School Students, Longitudinal Studies, Research Design, *Social Studies, Statistical Analysis, Student Characteristics, *Student Interests

The relationship between social studies preference and other subject matter preferences of elementary children over a two-year period is analyzed. A forced-choice test requiring students to rank order five basic subjects was administered to 75 pupils in randomly selected third-grade classes. Students represented the socioeconomic structure of an agricultural community in central California during 1971-72. Fifth-grade classes in the same schools were tested two years later. Extensive statistical analysis of results was performed, with the following conclusions: (1) children tend to value a subject equally well from primary to intermediate grades, with the exception of language; (2) children do not highly value social studies in relation to other subject matter; (3) social studies is better liked in grade 5 than in grade 3, but the difference seems insignificant; (4) when social studies is compared statistically with other subjects over a two-year period, children tend not to change their subject matter preferences; and (5) differences in subject matter preference appear to be more economically biased, with the disadvantaged student preferring social studies. Issues arising from the study include extent to which curriculum developers account for preference changes in preparation of material and whether preference changes result by chance, in response to new social studies programs, or as an outcome of teacher enthusiasm. (AV)

ED 133 286 SO 009 730

Hine, Frances D. And Others

The Aesthetic Eye Project. Final Report. Los Angeles County Superintendent of Schools, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date Aug 76

Grant—ES-22365-75-419

Note—76p.; For a related document, see SO 009 731

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Aesthetic Education, *Art Appreciation, Art Education, Cultural Enrichment, Educational Research, Elementary Secondary Education, Humanities, *Pilot Projects, Program Content, *Program Develop-

tions, *Program Development, Program Effectiveness, Program Evaluation, Visual Literacy Identifiers—*Aesthetic Eye Project

This report describes the aesthetic education project, which embraces a conceptual structure, a perceptual approach to learning, and belief that aesthetics can be inculcated into the teaching-learning process. The project's goal was to develop an educational base and requisite expertise so that teachers can organize an aesthetic education curriculum. For its conceptual structure, the project implemented concepts, strategies, and evaluation based on the California State Art Education Framework. Fifty participants included elementary teachers, junior and senior high art teachers, principals, art consultants, a music specialist, a resource teacher, university professors, and community agency people. The project's program was organized around three phases over 18 months. Phase one was program planning and development of an aesthetic education seminar for teachers. Phase two was the six-week inservice teacher seminar that included discussion, laboratory work, curriculum development, and materials review. Phase three was classroom implementation of seminar outcomes for the 1975-76 school year. Evaluation techniques included the Aesthetic Eye Inventory, interviews, rating scales, monitoring reports, teacher logs, and experience descriptions. Also, a profile of participants was prepared for project evaluation. Findings revealed significant gains in participants' abilities to use the conceptual structure and perceptual techniques. It was determined that the structure does provide a basis for teaching children about art. (Author/ND)

ED 133 287 SO 009 731

Hine, Frances D. And Others

The Aesthetic Eye Project. Appendix. Final Report.

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date Aug 76

Grant—ES-22365-75-419

Note—334p.; For a related document, see SO 009 730; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Aesthetic Education, *Art Appreciation, Art Education, Course Evaluation, Educational Assessment, Educational Research, Elementary Secondary Education, Humanities, Measurement Instruments, Personnel Evaluation, *Pilot Projects, Program Content, *Program Evaluation, *Program Planning, Program Proposals, Visual Literacy

Identifiers—*Aesthetic Eye Project, Appendixes

Appendices to the final report of the Aesthetic Eye Project are arranged chronologically according to the project's phases. Appendix A contains the letter to prospective participants, project proposal, application form, planning session form for phase 1, and agenda for summer seminar. Appendix B involves phase 2, the inservice teacher seminar, and contains the Aesthetic Eye Inventory, results of six judges' ratings, logs, and summary of assessment comments. Appendix C presents documents from phase 3, classroom implementation. These include the visitation report form, collectables, art reproduction postcards and folk art objects, teacher reports, assessment instruments, worksheet comments, and the project evaluation form. Appendix D provides the profile of project participants. (ND)

ED 133 288 SO 009 739

Portzline, Donnell B., Ed.

Teaching about Communism: A Resource Book. West Virginia Inst. of Technology, Montgomery. Spons Agency—Claude Worthington Benedum Foundation, Pittsburgh, Pa.

Pub Date 76

Note—358p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Bibliographies, Class Activities, *Communism, Democracy, Discussion (Teaching Technique), Economics, Government (Administrative Body), History, Instructional Media, Political Science, *Resource Guides, Secondary Education, Social Studies, Social Systems, *Teaching Guides, Teaching Methods, World Affairs, World History Identifiers—United States, USSR

This resource book is part of a program that was designed to advance a comprehensive curriculum development program for West Virginia in the area of conflicting ideologies. The resource book for secondary social studies teachers and administrators is concerned with basic information and teaching materials pertaining to the evolution of communism and the development of the political and economic institutions in the United States. Its purpose is to help teachers develop appropriate units for their classes, not to impose an instructional program on them. The source book is applicable to any teacher interested in teaching about communism. The contents of the book reflect the cooperative work of the project consultants and teachers. The first five chapters consist of topical summary papers by the consultants: Marxism-Leninism; the Bolshevik Revolution and development of Soviet communism; world communism; the Soviet communist regime; and political and economic institutions of the United States. These chapters are intended for teacher background information, not as student reading. The concluding chapter, prepared by the cooperating teachers, lists instructional materials by sections organized according to the first five chapter topics. Each section recommends bibliographies, teaching concepts, key terms, classroom activities, discussion questions, and educational media materials. (ND)

ED 133 289 95 SO 009 749

Stodkowski, Wladyslaw, Ed. And Others

Selected Bibliography of Polish Educational Materials, Vol. 13, No. 3, 1974.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland).

Foreign Scientific Publications Dept. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-54055-03

Pub Date 76

Note—81p.; Translated into English by Bozena Koeltz; For a related document, see ED 106 218

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Early Childhood Education, *Educational History, *Educational Methods, Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Reference Materials, *Research Problems, Schools, Social Sciences, Teacher Education, Vocational Education

Identifiers—*Poland

One hundred and seventeen books, research reports, and journal articles which were available from June to August 1974 are listed in this annotated bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under six subjects: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Documents cover legal regulations of the right to learn; policy concerns; and research studies about student behavior, attitudes, and career selection. Polish titles are followed by English translations and document annotations. An index to authors and editors concludes the bibliography. (AV)

ED 133 290 SO 009 752

Screven, C. G.

The Measurement and Facilitation of Learning in the Museum Environment: An Experimental Analysis. Publications in Museum Behavior, 1. Smithsonian Institution, Washington, D.C. Office of Museum Programs.

Pub Date 74

Note—90p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock no. 047-001-00128-1, \$5.40 hardback)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, *Community Resources, *Educational Facilities, *Educational Research, Elementary Secondary Education, Exhibits, Games, Higher Education, Instructional Media, *Instructional Technology, Learning Activities, *Learning Motivation, Magnetic Tape Cassette Recorders, *Museums, Reinforcement, Statistical Analysis

Defining the museum as a learning environment, this book analyzes devices that can be used

to make the experience more meaningful for visitors in existing and new exhibits. Although the typical museum audience is heterogeneous and voluntary with no particular instructional objectives on which to base museum exploration, instructional technology can be used to arrange media and activities in order to facilitate specific learning outcomes. Elements of two experimental programs, which were initiated in the Milwaukee Public Museum, are described. Audiocassettes and portable visitor response devices can serve as adjuncts to already existing exhibits to give them interactive properties. For example, the visitor may carry and play the cassette as he examines an exhibit, and he can punch answers on a punchboard in response to audio-script questions. The devices can be wired so that the cassette stops playing until the correct response has been punched. Similar nonportable machines can be attractively programmed for pre- and posttesting or self-testing. Other techniques for self-testing could involve latent image response cards, punchboards, and mechanical response devices. Statistics are included for several studies that use various techniques over different periods of time. (AV)

ED 133 291 95 SO 009 753
Selected Bibliography of Egyptian Educational Materials, Vol. 1, No. 1, 1975.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—91p; For related documents, see SO 009 754-755; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Comparative Education, Curriculum, *Developing Nations, Educational Legislation, Educational Philosophy, Elementary Secondary Education, Evaluation Methods, Higher Education, Illiteracy, Libraries, Religious Education, *Research Reviews (Publications), School Statistics, Teachers, Teaching Methods, Womens Education

Identifiers—*Egypt

There are 101 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: laws and legislation, meetings and symposia, primary schools, preparatory schools, secondary schools, experimental schools, comprehensive schools, libraries, social education, sex education, special education, religious education, higher education, perpetual education, adolescence, womens education, educational philosophy, educational aids, educational statistics, examinations, library statistics, curricula, evaluation, teaching methods, teachers, and illiteracy. Bibliographic information is provided for each entry that includes author, title, source, and date. The bibliography concludes with an index to the authors. (ND)

ED 133 292 95 SO 009 754
Selected Bibliography of Egyptian Educational Materials, Vol. 1, No. 2, 1975.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-59026-02

Pub Date 76

Note—80p; For related documents, see SO 009 753 and 755; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, College Faculty, *Comparative Education, Curriculum, *Developing Nations, Educational History, Educational Legislation, Educational Planning, Elementary Secondary Education, Higher Education, Illiteracy, Organizations (Groups), *Research Reviews (Publications), School Administration, Teachers, Teaching Methods, Textbooks, Womens Education

Identifiers—*Egypt

There are 108 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: adolescence, art education, child upbringing,

comprehensive schools, curricula, educational change, educational aids, educational committees, educational organizations and bodies, educational planning, educational research, educational retardation, examinations, university faculties, higher education, educational history, hygienic education, illiteracy, immigrants, laws and legislation, meetings and conferences, educators, music education, educational philosophy, primary education, educational problems, Islamic religion education, school administration and organization, school clubs, social education, teachers, technological education, textbooks, and womens education. Bibliographic information is provided for each entry that includes author, title, source, and date. The bibliography concludes with an index to authors. (ND)

ED 133 293 95 SO 009 755
Selected Bibliography of Egyptian Educational Materials, Vol. 1, No. 3, 1975.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-59026-03

Pub Date 76

Note—68p; For related documents, see SO 009 753-754 Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, College Faculty, *Comparative Education, *Developing Nations, Educational Legislation, Educational Problems, Elementary Secondary Education, Higher Education, Illiteracy, Personnel Management, *Research Reviews (Publications), Student Testing, Teachers, Teaching Methods, Womens Education

Identifiers—*Egypt

There are 101 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: academic certificates and dissertations, art education, audiovisual aids, camps, civics curricula, conferences and meetings, cultural exchange, education problems, educational experiments, organizations, educational psychology, eradication of illiteracy, examinations, faculties and universities, graduates, laws, teaching methods, nurseries, parents and children, promotion of personnel, philosophy of primary education, postgraduate studies, primary education, private tutoring, reading, religion education, school administration and organization, school nutrition, scientific research, secondary education, sports education, teachers, womens education, and youth. Bibliographic information is provided for each entry that includes author, title, source, and date. The legislation and school administration sections provide information on pertinent activity rather than annotations of publications. The bibliography concludes with an index to authors and sources. (ND)

ED 133 294 95 SO 009 756
Poister, Theodore H. And Others

A Report of Harrisburg Residents' Evaluations and Preferences for Local Governmental Programs and Services.

Pennsylvania State Univ., University Park. Inst. of Public Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—557AH50165

Pub Date Jan 76

Grant—GOO-75-02104

Note—277p; For a related document, see SO 009 757; Map may reproduce poorly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*City Government, *City Problems, *Community Attitudes, Community Problems, *Community Programs, *Community Services, Community Study, Decision Making, Government (Administrative Body), Housing Deficiencies, Maintenance, Neighborhood, Neighborhood Improvement, Police Action, Program Effectiveness, Program Evaluation, Recreational Facilities, Social Science Research, *Surveys

This report presents the findings of a community survey conducted in Harrisburg, Pennsylvania, in April and May 1975. The purpose of the project was to develop and apply management technology to improve decision making and program effectiveness in the local community. The

survey sought citizens' perceptions and attitudes about governmental services and priorities. The survey investigated general neighborhood conditions and citizen satisfaction level with neighborhood public services, citizens' views about performance of city functions, and citizen preferences for services and programs. The survey sample was composed of 423 households. The city was divided into seven neighborhood districts for comparison of socioeconomic variables in relation to satisfaction level. Two of the major findings showed that a high proportion of residents are relatively dissatisfied with conditions in their neighborhoods and with the adequacy of police services and public safety. The report is arranged into seven sections. Section I describes several areas of citizen concerns, such as deteriorating neighborhood conditions, police protection, quality and maintenance of housing and streets, and recreational facilities. Section II examines respondents' perceptions of conditions and looks at delivery of public services in their neighborhood. Section III looks at frequency and nature of complaints to city officials and citizens' attitudes about city's response to complaints. Section IV discusses some general attitudes relevant to city decision making. Section V provides an in-depth analysis of citizens' ratings of police services. Section VI examines respondents' attitudes toward city's program objectives. Section VII provides interpretations of key findings. (ND)

ED 133 295 95 SO 009 757
McDavid, James C. Allen, David N.

Perceived Opportunities for Improving Productivity in the Harrisburg Bureau of Police.

Pennsylvania State Univ., University Park. Inst. of Public Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—557AH50165

Pub Date Aug 76

Grant—GOO-75-02104

Note—161p; For a related document, see SO 009 756

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Attitudes, City Government, Community Attitudes, *Community Programs, *Community Services, Decision Making, Efficiency, Job Training, Law Enforcement, *Police, Police Action, Police Community Relationship, *Productivity, Program Effectiveness, Program Evaluation, Promotion (Occupational), Social Science Research, Surveys, Work Attitudes

This report, summarizing the results of a survey of the Harrisburg, Pennsylvania, Bureau of Police, focuses on perceived opportunities for productivity improvements in the Bureau as viewed by police officers themselves. The study looks at definite change strategy suggestions and the attitudinal climate influencing any potential changes. A survey questionnaire was administered to 52 officers from November 1975 through January 1976. All respondents were male, 15 lived in Harrisburg, and three were black. Questions were related to police perceptions of productivity and of effects of specific changes. The most consistent productivity finding was a high level of concern about the need for a fair and equally administered promotion policy. On a scale of 1 to 10, this factor was rated 8.5. Other attitude findings include (1) more basic and in-service training, but not higher education, was related to high productivity; (2) need for better equipment and more concentration on crime rather than community service was rated high; (3) 85% of respondents linked reduction in non-criminal services to better police effectiveness; (4) patrol-related, especially foot patrol, activity was not ranked high; (5) 75% of respondents felt negative toward one-man patrol cars; and (6) foot patrol and increased patrol time were viewed as high priority of residents. The questionnaire and 32 tables of response data are contained in the document. (ND)

ED 133 296 SO 009 770
Fundamentals of Environmental Education. Report.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date Nov 76

Note—30p; This document is a replacement for

ED 107 527

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Biology, *Ecology, Elementary Secondary Education, Energy, *Environmental Education, Environmental Influences, *Fundamental Concepts, Global Approach, Higher Education, *Human Geography, *Interdisciplinary Approach, World Problems

An outline of fundamental definitions, relationships, and human responsibilities related to environment provides a basis from which a variety of materials, programs, and activities can be developed. The outline can be used in elementary, secondary, higher education, or adult education programs. The framework is based on principles of the science of ecology and integrates relevant constructs from the social, behavioral, physical, biological, environmental design, and legal disciplines. Section one states the natural principles about the operation of all earth's ecosystems, man-created and natural. This includes discussion of the supply and use of energy by component parts within the biosphere. Section two discusses fundamentals about the functioning of the human species in the earth's ecosystems—how humans affect and are affected by ecosystems and how humans are accountable for their effects on ecosystems. The third section describes processes, methods, and tools for using the fundamentals to harmonize human activities in the earth's ecosystems. Specific U.S. laws and international environmental policies are cited. Section four provides examples of broad questions that individuals and multinational groups must address in order to preserve the quality of human life on earth. These issues include food production capacity and land suitability planning. (Author/AV)

SP

ED 133 297 95 SP 009 824

Bown, Oliver H. Rutherford, William L.
Towards Regional Preservice Teacher Education Centers: Human Interactions in Program Development.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College School Cooperation, *Field Experience Programs, Organizational Change, *Preservice Education, *Program Development, *Role Conflict, Role Perception, *Teacher Centers, *Teacher Education, Teacher Educators, Teaching Experience

Identifiers—Personalized Teacher Education Program

This paper focuses on the preservice teacher education center, particularly on those which encourage the optimal use of college and school personnel and resources in the field-based aspects of teacher education training programs. The paper is organized around five main topics. First, a brief historical view of the teacher center is presented. The second section scans the teacher center literature. The third section discusses emergent themes from the literature important in developing effective teacher education centers including discussion of such topics as: governance; the integration of college and school-based learning experiences; role changes; and teacher training and education renewal. The fourth section presents common problems in developing field-based teacher education. These problems specifically are related to the conventional roles played by the various participants in teacher education and the role conflicts that are experienced when more than structural or cosmetic program changes are attempted. The fifth section offers suggestions for consideration in the development and operation of a functional teacher education center. The suggestions give particular attention to the human factors involved in a teacher education center and the interplay between these and the many organizational features, distribution of responsibility, and procedures that are part of a teacher center. As a brief summary, advantages inherent in successful implementation of a teacher education center are listed. A bibliography is appended developed by the authors from their own readings and from a computer search of the ERIC data base. (MM)

ED 133 298

Ansorge, Charles J. And Others

The Merger Process as Perceived by Male and Female Physical Educators.

Pub Date 6 Apr 76

Note—29p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education and Recreation (Milwaukee, Wisconsin, April 6, 1976); For related document, see SP 010 465

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Rank (Professional), *College Teachers, Discriminatory Attitudes (Social), Educational Status Comparison, Equal Opportunities (Jobs), *Mergers, Organization, *Physical Education, *Professional Recognition, *Sex Discrimination, Socioeconomic Status

The purpose of this investigation was to determine the effects of sex status of college-level physical educators employed in either combined or separate departments on their response patterns to various questions regarding the merger process. The analyses revealed significant differences in response patterns: (1) In both combined and separate departments men differed from women in their academic rank and their 1974-75 salary; (2) In merged departments men differed from women regarding whether or not there should be an equal number of male and female faculty in a combined department and whether or not there should be an equal number of male and female administrators in a combined department; and (3) In separate departments men differed from women in the highest degree they earned, their tenure status, their attitude towards the merger process, their belief concerning who should be the chairperson of a merged department, and their perceptions regarding the comparability of the physical education facilities at their institutions. (Author/JMF)

ED 133 299

Ansorge, Charles J. And Others

The Effects of Age, Tenure Status, Salary Status and Degree Status on the Responses of College Level Physical Educators to Questions Regarding the Merger Process.

Pub Date 20 Mar 76

Note—24p.; Paper presented at the Central District Convention of the American Alliance for Health, Physical Education and Recreation (Denver, Colorado, March 20, 1976); For related document, see SP 010 464

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affirmative Action, Age, Athletic Programs, *College Faculty, Degrees (Titles), Departments, Individual Characteristics, *Mergers, *Physical Education, Questionnaires, Statistical Analysis, *Teacher Attitudes, Teacher Salaries, Tenure

This investigation was designed to determine the effects of age, salary, academic degree status, and tenure status of college-level physical educators employed either combined or separate departments on their response patterns to various questions regarding the merger process. A stratified sample of faculty employed in either separate departments or combined departments was surveyed by means of questionnaire. The results of the analysis of the returned questionnaires demonstrate that: (1) the age of the respondents in combined departments influenced their perception of areas of disagreement in their department; in separate departments, age influenced their perception regarding outside pressure to merge, their attitude towards merging, and their perception regarding possible conflicts in their department; (2) the salary of the respondents in combined departments influenced their perception of the need to have an equal number of male and female faculty in a combined department; in separate departments the salary earned by the respondents influenced their choice of who should serve as chairperson of a combined department; (3) the academic degree status number of administrators of both sexes in a combined department; and (4) the tenure status of respondents in combined departments influenced how they characterized a merger, their perception of why a merger occurred, and their satisfaction regarding the selection of their chairperson. (Author/JMF)

ED 133 300

Goddard, Roland Chappell, Marla

Organizing a Regional Office Resource Center for Educational Personnel.

SP 010 623

New England Program in Teacher Education, Durham, N.H.
Pub Date 3 Dec 76

Note—20p.; Due to marginal legibility, reprints of journal articles not available from EDRS
Available from—New England Program in Teacher Education, Box 550, Pettes Brook Offices, Durham, New Hampshire 03824 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Organization, Educational Development, Educational Facilities, Financial Support, Governance, *Program Development, *Resource Centers, *School Personnel

This document gives a brief overview of aspects involved in developing resource centers for education personnel. The paper is divided into five sections: (1) an introduction, describing the characteristics of resource centers in general; (2) place, a brief discussion of physical organization; (3) program components, describing the necessity of stating in clear terms what the resource center will provide in the way of services and how it intends to do it, the questions of funding, organization of resource files, and provision of training programs; (4) a brief survey of the various aspects of governance; and (5) concluding statements. Reprints are included of four articles: (1) "An Early Childhood Resource Center," Marilyn J. Ateyo, CHILDHOOD EDUCATION, February 1975, pp. 204-7; (2) "Regional Service Centers: Impetus for Change," Lucille Estell, EDUCATIONAL LEADERSHIP, March 1972, pp. 543-5; (3) "Teacher Centers: An Outline of Current Information," Lorraine Poliakoff, JOURNAL OF TEACHER EDUCATION, Fall 1972, pp. 389-97; (4) "Resources, Teachers, and Designers," Jack Walton, in SUPPORTING THE LEARNING TEACHER: A SOURCE BOOK FOR TEACHER CENTERS, Marilyn Haggood, Ed., New York, Agathon Press, 1975, pp. 214-17. (MB)

ED 133 301

Community Recreation and Community Recreation Education: Bibliographies on Educational Topics No. 4.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—88p.

Available from—ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle N.W., Washington, D.C. 20036 (\$1.10)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliographic Citations, *Bibliographies, *Community Education, Community Involvement, Community Recreation Legislation, *Community Recreation Programs, *Recreation, *Recreational Activities, Recreational Facilities, *Recreational Programs

This publication, the fourth in the series of Bibliographies on Educational Topics, focuses on community recreation and community recreation education. Citations were selected from the two files contained in the ERIC data base: RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CJIE). Each topic is presented separately with a definition followed by a reproduction of the actual computer printout pages. Entries are arranged chronologically with most recent publications listed first. Journal citations note the accession number, title, author, journal title, volume and issue number, pagination, index terms, and annotation. Document citations list accession number, title, author, publication date, index terms, and pagination, and may note organization where document originated, sponsoring agency, contract or grant number, alternate source for obtaining the document, a short descriptive note, price, and whether the document is available in microfiche and/or hard copy from EDRS. Abstracts of documents are also presented. A reader response page is included at the end of the bibliography to encourage readers to submit documents for evaluation and possible inclusion in the ERIC data base. An EDRS document order form is also included. (MM)

ED 133 302

Saylor, J. Galen

Antecedent Developments in the Movement to Performance-Based Programs of Teacher Education.

SP 010 658

tion: An Historical Survey of Concepts, Movements, and Practices Significant in the Development of Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date Feb 76

Note—195p.; Prepared as a working document for the Committee on Performance-Based Teacher Education, American Association of Colleges for Teacher Education

Available from—The L and S Center, 8020 Vegas Road, Lincoln, Nebraska 68505 (\$5.95; \$6.75, libraries and institutions)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Curriculum Development, *Educational History, *Educational Philosophy, *Educational Trends, Effective Teaching, *Performance Based Teacher Education, *Professional Recognition, Teacher Behavior, Teacher Education, *Teacher Role

This study is an historical survey of philosophical concepts, movements, studies, reports, and practices selected as being significant for an understanding of the efforts to increase the quality of teacher education and the establishment of what has been designated as competency/performance based teacher education (CBTE) programs. Part one describes the purposes, scope, and nature of the study and includes a definition of terms. Part two reports significant antecedents of CBTE prior to the twentieth century. Part three reports developments in educational theory and practice in CBTE programs early in the twentieth century. Part four discusses the nature of teacher education and factors leading to the development of competency/performance based programs. Part five summarizes the search for antecedents of CBTE while discussing the various roles a teacher must assume—a person, a teacher, a member of a profession, and a citizen. (MM)

ED 133 303 SP 010 690
The Georgia Health Education Study: A Summary Report.

Georgia Univ., Athens. Dept. of Health and Safety.

Pub Date Sep 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, *Educational Quality, *Health Education, Inservice Teacher Education, Instructional Improvement, Knowledge Level, Preservice Education, *Public Education, *State Surveys, Teacher Qualifications, Test Results

Identifiers—Fast Tyson Health Knowledge Test, Georgia

This summary review of the Georgia Health Education Study is a statistical presentation of scores achieved by over four thousand freshman college students in the university system of Georgia to questions on health knowledge. Data compiled from the administration of the Fast-Tyson Health Knowledge Test (1975 revision) indicates that subject knowledge (1) was not strong in any health content area; (2) was moderately strong concerning safety/first aid and consumer health; (3) was weak in the areas of personal health, exercise/relaxation/sleep, nutrition/diet, contemporary health problems, tobacco/alcohol/drugs, diseases, mental health, and human sexuality. Subjects supported the value of a quality health program at both the high school and college level, but those who had completed a health course at those levels recorded a slightly lower mean test score than those who had not. The study recommended development of (1) a K-12 curriculum for a comprehensive health education program, (2) daily health instruction in the elementary schools, (3) basic health education at the junior high/middle school level (grade 8/9), (4) advanced health education for grade 11 or 12, (5) a personal health course for college freshman, and (6) inservice and preservice teacher education health courses. In addition, the report recommended that all health instruction at the secondary level be taught by certified health specialists and that the current dual teacher certification in health and physical education be discontinued. (MB)

ED 133 304 SP 010 691
Stier, William F., Jr.

Health Science Education in Elementary Schools.

Pub Date 10 Dec 76

Note—56p.; Paper presented at Marquette University (December 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Development, Course Content, *Course Objectives, Curriculum Evaluation, *Elementary Education, *Fundamental Concepts, *Health Education, Health Programs, Interdisciplinary Approach, *State of the Art Reviews, Teacher Education, Units of Study (Subject Fields)

Concern surrounding the status of health education in elementary schools centers around (1) a lack of agreement concerning content, scope, and sequence, (2) its interdisciplinary character, (3) poor teacher preparation, and (4) reliance on incidental teaching and learning situations. Improvement depends upon: (1) defining the areas of concern for health education (experiences influencing knowledge, attitudes, and practices relating to personal, family, and community health), and other health-related areas, such as school health (the determination of health status), and health environment (physical and humanistic surroundings); (2) organized curricular development, as pure subject matter, and as attitude and habit formation; (3) establishing priorities for topics on the basis of importance, relevance, and need, and weighing the discussion of issues on this basis; (4) defining the role of the classroom instructor as the central person (from the child's viewpoint) involved in health observation, environmental improvement, and health instruction; and (5) concept formation and the embodiment of cognitive knowledge in behavioral development. Studies have shown that health course content is both boring and repetitious and ignores the problems of consumer education, sex education, venereal disease, alcohol, drugs and smoking, nutrition, mental health, and environmental hazards. Health education must be recognized as an academic discipline worthy of the respect and concern given to all other academic discipline areas, or this situation will remain unchanged. (Appendixes include a suggested curriculum for grades K-6; the relationship of key health concepts; a bibliography of 32 citations; and a reference list of 17 citations.) (MB)

ED 133 305 SP 010 692
Holbrook, Leona

Women's Participation in American Sport.

Pub Date Jun 76

Note—8p.; Paper presented at the Annual Convention of the North American Society of Sport History (4th, Eugene, Oregon, June 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Culture, American History, *Athletics, *Females, *Participation, *Womens Athletics

Women's participation in sport is emphasized in this historical, philosophical, and sociological sketch of sport and physical recreation activities. Various sports are traced from the time of George Washington up through the present noting cultural influences that affected their development. Under the heading "Past Events," American Indian women, basketball, schools and agencies, and the Olympic Games are highlighted. Other topics include sports organizations, the current mood, current developments, problems, and prognostications. (MM)

ED 133 306 SP 010 693
Barney, Robert Knight

Criticism of Segal's Interpretation of the Ancient Greek Pentathlon.

Pub Date Aug 74

Note—18p.; Paper presented at the Bi-Annual Canadian Symposium for the Study of the History of Sport and Physical Education (3rd, Halifax, Nova Scotia, August 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Ancient History, Archaeology, *Athletes, *Athletics, Games, *Greek Civilization, *Physical Education, Running, Sportsman-ship

Identifiers—Discus, Javelin, Jumping, *Pentathlon, Wrestling

This paper examines the ancient Greek pentathlon as it was conducted during the Olympic games. The pentathlon was comprised of five sub-exercises: (1) the jump; (2) the discus throw; (3) the javelin throw; (4) the stade run; and (5) wrestling. Using scholarship in the fields of archaeology, ancient poetry and legends, and pictorial evidence such as paintings on vases, the author disputes some of the findings of other scholars on this subject, particularly those of Erich Segal of Yale University. A bibliography accompanies the paper. (JD)

ED 133 307

Field, David A.

A Vignette of an American Sporting Sculptor:

Joseph D. Brown.

Pub Date Feb 77

Note—11p.; Paper presented at Midwest District AAHPER Convention (Chicago, Illinois, February 17, 1977); 35 mm slides not available from EDRS

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Artists, Athletics, Biographies,

*Sculpture

Identifiers—Brown (Joseph D), Sculptors, *Sports Art

In this lecture, about sixty of the more important small and large sports sculptures and medals of Professor Joseph D. Brown are discussed and illustrated through the use of 35mm color slides. A brief description of the sculptor's life, interests, and philosophy of sport is also given. (MB)

ED 133 308 SP 010 695

Health Education: Cancer Prevention and Control.

Curriculum Guides, Grades 4, 5, and 6.

New York State Education Dept., Albany. Bureau of School Health Education and Services.; New York State Education Dept., Albany. Curriculum Development Center.; State Univ. of New York, Albany.

Pub Date 76

Note—79p.; For related documents, see SP 010 695-697

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Guides, Disease Control, Health Activities, *Health Education, *Intermediate Grades, Physical Health, Preventive Medicine, Self Care Skills

Identifiers—*Cancer

The purpose of this curriculum guide is to provide the teacher with essential cancer information and suggested learning experiences for fourth-, fifth-, and sixth-grade students. The suggested activities are intended as a beginning point from which the pupils can begin to acquire the intellectual skills needed for making appropriate health decisions, which can result in a decrease in the incidence of skin, lung, breast, and cervical cancer, as well as other forms of the disease. Upon completion of the activities in this guide, each student should be able to: (1) conclude that cancer is an abnormal disturbance of tissue growth and function; (2) describe how cancerous growths can occur; (3) describe how an organism's protective mechanism against invading bodies and irritants may function abnormally due to repeated stress; (4) list factors promoting the cancer-growth process; (5) list the common sites of cancer in the human body; (6) describe how early detection and treatment are important for cancer control and cure; (7) list the ways that cancer can be cured; (8) show how there are continued efforts to control and eradicate cancer; and (9) describe how each person must assume a personal responsibility in efforts to prevent and control cancer. The body of the text is divided into three columns per page dealing with concepts, activities, and supplementary information. A glossary of terms is included, and thirteen appendixes of charts, graphs, and drawings expand on information in the text. (MB)

ED 133 309 SP 010 696

Health Education: Cancer Prevention and Control.

Curriculum Guides, Grades 7, 8, and 9.

New York State Education Dept., Albany. Bureau of School Health Education and Services.; New York State Education Dept., Albany. Curriculum Development Center.; State Univ. of New York, Albany.

Pub Date 76

Note—86p.; For related documents, see SP 010 695-697

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Guides, Disease Control, Health Activities, *Health Education, *Junior High Schools, Physical Health, Preventive Medicine, Self Care Skills

Identifiers—*Cancer

This curriculum guide provides the teacher with a variety of suggestions intended to assist students in the seventh-, eighth-, and ninth-grades to develop proper attitudes regarding cancer and its prevention. In addition, learning experiences are suggested with the intent to teach students about the importance of early detection and treatment of cancer. Finally, teachers are provided with basic cancer information that will ena-

ble them to deal appropriately with student questions. Upon completion of the unit, the student will be able to (1) show how cancer is an aberrant process in cell growth for tissue development and replacement, (2) describe how cancer is a group of diseases representing an exaggerated response of the body's protective mechanism against internal and external irritants, (3) discuss why the cause of cancer is non-specific and can be attributed to identifiable combinations of genetic and environmental factors, (4) identify habits and hazards considered as causative or contributory factors in cancer development, (5) identify the common sites of cancer in human beings, (6) list services available for early detection of cancer growth, (7) describe what the individual can do for the early detection, prevention, and control of cancer, (8) give examples of cancer research efforts, and (9) develop a plan of personal action for cancer prevention and control. The text of the guide is divided into three columns per page, dealing with concepts, activities, and supplementary information for the teacher. A glossary of terms is included and seventeen appendices of charts, graphs, and drawings expand on information contained in the text. (MB)

ED 133 310 SP 010 697
Health Education: Cancer Prevention and Control. Curriculum Guides, Grades 10, 11, and 12.

New York State Education Dept., Albany. Bureau of School Health Education and Services.; New York State Education Dept., Albany. Curriculum Development Center.; State Univ. of New York, Albany.

Pub Date 76

Note—86p.; For related documents, see SP 010 695-697

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Curriculum Guides, Disease Control, Health Activities, *Health Education, Physical Health, Preventive Medicine, Self Care Skills, *Senior High Schools
Identifiers—*Cancer

These curriculum guidelines for tenth-, eleventh-, and twelfth-grade students discuss the prevention, early detection and treatment, and control of cancer. The nature of cancer, the epidemiological factors related to it, the types of treatments available, and rehabilitation of cancer victims are discussed. Finally, the unit discusses personal and community responsibility regarding cancer control. Upon completion of the unit, the student will be able to (1) differentiate between a normal and cancer cell in terms of purpose and function, (2) describe the process of cancerous cell proliferation and its effects on surrounding tissue and of the entire body, (3) associate suspected cancer-causing factors with commonly occurring cancer, and the common sites of cancer in human beings, (4) analyze cancer morbidity and mortality rates in the population of the country, of regions with differing rates, and of the community, (5) show how early detection affects cure and/or eradication rates, (6) compare methods of treatment, (7) show how continued follow-up ensures sustained control, (8) identify services and resources aimed at cancer control and prevention, (9) determine ways of using these resources, (10) demonstrate how to do a self-examination for cancer detection, (11) describe world, national, and regional organizations involved in cancer eradication, and (12) identify personal responsibility for cancer control and prevention. The text of the guide is divided into three columns per page, dealing with concepts, activities, and supplementary information for the teacher. A glossary of terms and seventeen appendices of charts, graphs, and drawings expand on information contained in the text. (MB)

ED 133 311 95 SP 010 698
Abbey, David S.

Designing Interdisciplinary Studies Programs. A Project Search Development: The Humanities Series.

State Univ. of New York, Albany. Office of the Regents.

Spons Agency—John D. Rockefeller, 3d Fund, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—48p.; For related document, see SP 010 699

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Departmental Teaching Plans, Developmental Programs, Elementary Secondary Education, Fused Curriculum, *Humanistic Education, Humanities Instruction, Integrated Activities, *Integrated Curriculum, Interaction, *Interdisciplinary Approach, *Process Education, Specialists, Teaching Skills, Teaching Styles, *Team Teaching, *Unified Studies Programs

This booklet is prepared to help teachers from different disciplines to set goals and to design teaching/learning experiences that span two or more disciplines. Interdisciplinary studies provide students with opportunities and skills to synthesize seemingly disparate facts or events for greater understanding of human concerns. Three specific goals are identified for the reader: (1) to identify opportunities for interdisciplinary planning of programs or exercises; (2) to design interdisciplinary programs, exercises, or courses of study; and (3) to locate additional resources, as required, which will facilitate the prior two objectives. Five chapters cover the following subjects: (1) definitions of interdisciplinary; (2) the pivot discipline; (3) changing the curriculum; (4) teachers as individuals and as team members; (5) objectives and evaluation. A bibliography is included. (JD)

ED 133 312 95 SP 010 699
Abbey, David S.

Developing Instructional Objectives for Humanities Programs. A Project Search Development: The Humanities Series.

State Univ. of New York, Albany. Office of the Regents.

Spons Agency—John D. Rockefeller, 3d Fund, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—71p.; For related document, see SP 010 698

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Abstract Reasoning, *Affective Behavior, *Behavioral Objectives, Elementary Secondary Education, Ethical Values, Evaluative Thinking, *Humanistic Education, *Humanities Instruction, Individualized Instruction, *Interdisciplinary Approach, Moral Values, Process Education, Productive Thinking, School Community Cooperation

The intent of this guidebook is to assist teachers and program directors to prepare instructional objectives in a way that will be most useful both for them and for those involved in the evaluation of humanities programs. Contemporary humanities education seeks to achieve its objectives in four categories of student behavior: (1) reasoning, meaning the individual can modify her or his conduct to meet new situations; (2) the affective domain, how a person feels about wanting to learn and what each feels after learning; (3) interdisciplinary learning, understanding the interrelationships between disciplines and their personal and social significance; and (4) values, helping young people develop values that will give them a sense of direction. Humanities education seeks to support these objectives through three major strategies: (1) process approach, recognizing a need to develop an educational approach based on adaptable process skill, secondarily on content; (2) utilizing community cultural resources, asserting that school and community must be integrally related in planning and implementing educational change, and (3) a focus on individualized instruction. (JD)

ED 133 313 SP 010 700
New Patterns of Teacher Education and Tasks: Teachers as Innovators.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 76

Note—238p.

Available from—Director of Information, OECD, 2, rue Andre-Pascal, 75775, Paris Cedex 16, France (\$8.50)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Curriculum Development, *Educational Innovation, Foreign Countries, *Instructional Innovation, *School Buildings, *Teacher Centers, Teacher Role, *Teaching Techniques
Identifiers—France, Great Britain

This is a collection of six papers concerning teachers as innovators. The first is entitled, "The Types of Environment Most Likely to Favour the Active and Effective Participation of Teachers in Educational Innovation." It is concerned with the

commitment of the teacher to permanent participation in the adaptation of the education system in the changing context of the professional activity of teaching. It answers two questions: (1) What structures of support and incentives will best help teachers to engage effectively in educational innovation? and (2) What mechanisms of participation, dialogue, and confrontation will best facilitate the implementation of education innovations. The second paper, "School-Based Curriculum Development and Teacher Education Policy" argues the case for school-based curriculum development, presents a model for school use of the curriculum development process, discusses objections to and difficulties encountered in school-based curriculum development and the implications of school-based curriculum development for teacher education. The third paper is about "Teachers' Centres—Some Reflections on the British Experience." The fourth paper, "The Teacher's Role in Curriculum Development: A French View," addresses the ambiguity of teacher education vocabulary and educational innovations. The fifth paper, "Teachers and New Teaching Techniques: Some French Experiences," points out that the introduction of new teaching techniques is essential as a means of responding to pupils' new demands. The sixth paper, "Teachers and School Buildings," describes the contribution of educators in the provision of new school buildings and the adaptation of existing ones and looks at measures needed to help teachers make full use of the school building as an educational tool. (MM)

ED 133 314 SP 010 701
Brown, Ric

The Relationships Between Student Evaluation of Teaching, Student Achievement and Student Perception of Teacher Effectiveness.

Pub Date Jan 77

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Course Evaluation, *Effective Teaching, Evaluation Criteria, Evaluative Thinking, Higher Education, Learning Experience, Lesson Observation Criteria, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, *Teacher Evaluation, Teacher Improvement, Teaching Methods, Teaching Quality
Identifiers—California State University Fresno

This study examines both the relationship between teacher evaluation by students and student performance (where students were unaware of course grades), and the role of learner perception of effective teaching styles on those evaluations. Ninety-three graduate students served as subjects for this study. Near the end of the five-week course, the students were asked to respond to a survey designed to assess learner perception of the teaching process. The evaluation instrument was comprised of four components. The first factor represented attention to the method used in the course. A second factor indicated evaluation of the knowledge of the instructor. The third factor dealt with personal aspects of the instructor. The final factor displayed attention to course content. Results indicate a positive relationship between achievement and four evaluation components and offer evidence of the effect learner perceptions have on their evaluation of teaching. Implications for both teacher effectiveness research and research in teacher evaluations are discussed. A list of references for further research is attached. (JD)

ED 133 315 95 SP 010 705
DeVries, David L. Slavin, Robert E.

Teams-Games-Tournament: A Final Report on the Research. Report No. 217.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—NE-C-00-3-0114

Note—98p.; For related documents, see ED 010 880 and 885

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Classroom Games, *Classroom Research, Educational Experience, *Educational Games, Educational Research, Elementary Education, Grouping (Instructional Purposes), *Instructional Innovation, *Learning Experience, Motivation, Rewards, *Teamwork
Identifiers—Teams Games Tournament, TGT

This report describes a series of ten research experiments over a four-year period on the Teams-Games-Tournament (TGT) instructional process. Chapter I explores reward and task structures used in traditional classrooms, examining their benefits and liabilities, and concludes by proposing alternatives that might provide students with more motivating and satisfying classroom experiences. Chapter II explains that TGT was created with the objective of increasing academic achievement for all children, especially those who have difficulty under traditional task and reward systems. The components of TGT are: teams, games, tournaments, bumping (changing teams), team practice, and weekly newsletters prepared by the teacher announcing team standings and recognizing high scoring individuals. Chapter III summarizes each of the ten TGT classroom experiments to date of this publication. The chapter begins with an overview of and rationale for the TGT research, describing the general research strategy employed. Then, each of the ten studies are reviewed chronologically citing the specific research question addressed, the methodology used, the results, and their implications. Chapter IV summarizes the results and is structured by two major questions: (1) What are the effects of the various TGT structural components on students?; and (2) What are the effects of TGT on students when compared with those obtained using traditional reward and task classroom structures? Chapter V suggests implications of TGT for educators. The evidence collected in the course of the ten research studies suggests that if mass acceptance of TGT occurs, education at many levels and in many subject areas may become more effective in increasing the academic achievement, social growth, and mental health of children. Samples of games and score sheets, and a newsletter, are appended. (MM)

ED 133 316 95 SP 010 706

McPartland, James M. And Others

Productivity of Schools: Conceptual and Methodological Frameworks for Research. Report No. 218.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—NE-C-00-3-0114

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Academic Achievement, *Class Organization, *Conceptual Schemes, *Educational Accountability, *Educational Improvement, *Educational Research, *Educational Theories, *Motivation, *Productivity, *Research Methodology, *School Organization, *Social Factors

This paper examines school productivity research—research regarding school effects on students, divided into two broad classes according to whether the dependent variable is (a) later life consequences or (b) immediate student outcomes. The discussion is organized in four sections. First, six major issues in the methodology of school productivity research are listed. This list provides some major reasons why school effects research may have been unsuccessful to date and suggests ways to better estimate the potential productivity of schools. Second, variables are introduced within the three domains of (1) school structure and organization, (2) social process, and (3) student outcomes. Specific aspects of these variables are examined to discover the role they play in the interplay between structure, process, and outcomes. Third, three directions for theory development which connect the organization, process, and outcome variables are outlined. A discussion of tradeoffs of school effects on students is presented. Trait-treatment interactions and individual differences are discussed. Parallel mechanisms of social control and individual motivation that are linked to the main organizational variables are detailed. The fourth section ties together the paper's conceptualization of school effects on student outcomes and suggests three broad kinds of research activity to make progress toward improving school productivity: (1) methodological studies to address some major technical issues in estimating school effects; (2) focused studies of specific causal connections between school organization properties, social processes, and student outcomes; and (3) basic

research on processes of human motivation and environmental stimulus. (MM)

ED 133 317 95 SP 010 707

Massanari, Karl, Ed.

Highlights of a Leadership Training Institute Held in Atlanta, Georgia, December 1-3, 1976.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Role, *Higher Education, *Inservice Teacher Education, *Institutes (Training Programs), *Program Improvement, *Schools of Education, *Teacher Educator Education

Identifiers—AACTE, American Association Colleges Teacher Education

This report consists of excerpts from manuscripts and oral presentations, summaries of group work and individual evaluation forms, quotations from taped interviews, and editorial paraphrases that highlight the American Association of Colleges for Teacher Education (AACTE) institute program on higher education's role in inservice education. Eight topics are presented. The first presentation analyzes the different, but effective, approaches to the inservice education of teachers and offers a rationale for the wide range of practices that exist. It is followed by a reaction paper. The second presentation attends to the circumstances of inservice education in higher education and suggests some changes to be considered by members of the higher education community. It, too, is followed by reaction comments. The third selection offers some views of teaching and teacher education that require serious examination, if not outright rejection, according to the author, and is followed by reaction statements. The fourth presentation is a summary of small group discussions on definitions and purposes of inservice education and higher education's role in inservice education. The fifth section presents resumes of state—Alabama, Florida, Georgia, North Carolina—plans for inservice education. Sixth, resumes of university and school inservice education programs are presented. The seventh section consists of participants' comments about the institute program and suggestions for improving future institutes. Eighth is a memorandum addressed to the faculty of the College of Education at Wright State University that serves as an example of the impact of the institute on its participants. Appendix A lists the roster of program personnel; Appendix B is the program's schedule of events. (MM)

ED 133 318 95 SP 010 708

Beyrer, Mary K. And Others

Positive Health: Designs for Action.

Pub Date Jan 77

Note—185p.

Available from—Lea and Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Decision Making, *Diseases, *Drug Abuse, *Drug Education, *Eating Habits, *Health, *Health Education, *Health Needs, *Injuries, *Nutrition, *Pollution, *Secondary Education, *Sexuality

This book is designed to assist young adults in making decisions regarding personal health and health behavior. Personal effectiveness, sexuality, psychoactive drugs, nutrition, disease, injury, community and environmental health, and the problems of pollution are discussed in terms of principles, choices, and risk-reduction. Discussion problems are found at the end of each chapter that incorporate considerations of current lifestyles and attitudes. There are no illustrations, and anatomical and physiological minutiae are not included. (MM)

ED 133 319 95 SP 010 709

Miltz, Robert J.

Nurses Improve Their Personal Communication.

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication Skills, *Demonstrations (Educational), *Feedback, *Microteaching, *Reinforcement, *Skill Development, *Teaching Methods, *Teaching Techniques, *Video Tape Recordings

Identifiers—University of Massachusetts Amherst

A three-day seminar for nurses was conducted to improve their ability to communicate effectively with other people. The method used in this seminar was microteaching. The basic ingredients of the microteaching concept are the communication techniques dimension, the teach-reteach dimension, and the immediate feedback dimension. Under the direction of a supervisor and working with others in the seminar, each participant demonstrated and spoke on the topic of her choice, with the aim of instructing the listeners. Each demonstration was recorded on video tape. The tape was viewed and analyzed, followed by direct question and answer sessions and suggestions for improvement by the supervisor. The benefit of immediate feedback and reaction was apparent, and each participant developed more self-confidence as the seminar progressed. The consensus of opinion at the end of the session was that microteaching is a valuable tool not only for improving communication skills but also for improving teaching techniques. (JD)

ED 133 320 95 SP 010 711

Walton, Mildred L.

Utilization of Retired Teachers as Volunteers.

Pub Date 29 Mar 76

Note—164p.; Ed.D. MAXI II Report, Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Advanced Programs, Elementary Education, *Enrichment Programs, *Gifted, *Music Education, *Oral Expression, *Paraprofessional School Personnel, *Program Guides, *Senior Citizens, *Talent Development, *Talented Students, *Teacher Recruitment, *Teacher Retirement, *Tutorial Programs, *Tutoring, *Volunteers

The purpose of this practicum is to develop a program for the utilization of retired-teacher volunteers, the format of which was designed to provide enrichment experiences to assist gifted and talented elementary school students, particularly in the fields of oral expression and music. The data from questionnaires and evaluators suggest that talented, retired-teacher volunteers may be employed as superior tutors for the gifted and talented, and that a minimum amount of orientation is needed to adapt their professional skills to the unique exceptionalities these students may possess. A handbook for operationalizing a retired-teacher volunteer program is presented. Appendixes include summaries of goal effectiveness as rated by administrators, teachers, volunteer teachers and students, and forms for needs assessment for the use of principals interested in initiating such a program. A bibliography is attached. (JD)

ED 133 321 95 SP 010 712

Swedish Behavioural Science Research Reports.

(Beteendevetenskapliga Rapporter. 1975/76.)

National Library for Psychology and Education, Stockholm (Sweden).

Spons Agency—Swedish Council for Social Science Research, Stockholm.

Pub Date 76

Note—435p.; In English; For related document, see ED 108 677

Available from—The National Library for Psychology and Education, P.O. Box 23099, S-104 35 Stockholm 23, Sweden (Free of charge)

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—*Abstracts, *Behavioral Science Research, *Education, *Educational Research, *Foreign Countries, *Physiology, *Psychological Studies, *Psychometrics, *Social Science Research, *Teacher Education

Identifiers—*Sweden

This publication is an annual catalog of abstracts of research reports published by the institutes of psychology and education at teacher training colleges and universities in Sweden, complete to June 1, 1976. The reports are grouped into twenty-seven broad subject fields according to the rules of PSYCHOLOGICAL ABSTRACTS and EUDISED THESAURUS. Abstracts contain: (1) author's name; (2) institutional source; (3) title; (4) bibliographic reference; (5) project title; (6) key descriptor words; (7) abstract; (8) publication date; (9) pagination; (10) language of report; (11) report status; (12) degree requirement information; and (13) research sponsor. The survey is indexed by author, subject, and institution. The subject index is based mainly on the EUDISED THESAURUS

and the THESAURUS OF PSYCHOLOGICAL INDEX TERMS, with the ERIC THESAURUS as a supplementary reference. (MB)

ED 133 322 SP 010 714

Youngblood, Chester E.

The Southwestern Early Childhood Education Professorship: A Profile.

Spons Agency—New Mexico State Univ., Las Cruces.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Biographical Inventories, *Early Childhood Education, *Job Satisfaction, *Opinions, *Questionnaires, *Statistical Surveys, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Qualifications, *Teacher Salaries

Identifiers—United States (Southwest)

A profile questionnaire was developed and sent to 112 early childhood educators in six southwestern states. Facts and opinions were solicited. The questions covered the following items: (1) sex and age of respondent; (2) ethnic heritage; (3) college degree and major subject; (4) length of classroom teaching experience; (5) length of time as professor in early childhood education; (6) kind of institutions served in; (7) satisfaction with present time allotments and preferences for change; (8) impediments to attainment of ideal use of time; (9) satisfaction with present salary; (10) memberships in teaching associations; (11) hours spent each month in unpaid volunteer activities that serve young children; (12) opinion on compulsory schooling for children under six; (13) opinion on age scope of ideal early childhood undergraduate teacher education programs; (14) opinion on proportion of men teachers to women teachers in early childhood education; (15) opinion on multicultural education in early childhood teacher education programs; (16) opinion on competency based education for teacher education programs; (17) opinion on the part the young child should have in determining curriculum. From data collected from the above questions a profile is drawn of the typical southwestern early childhood education professor. (JD)

ED 133 323 SP 010 717

Vannier, Maryhelen

Recreation Leadership. Third Edition.

Pub Date Jan 77

Note—387p.

Available from—Lea and Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Art Activities, *Athletics, *Camping, *Clubs, *Community Recreation Programs, *Dance, *Dramatics, *Handicapped, *Higher Education, *Leadership, *Leisure Time, *Music Activities, *Physical Recreation Programs, *Recreation, *Recreational Activities, *Recreational Programs, *Social Recreation Programs, *Textbooks, *Work Attitudes

This text is intended for use in college recreation courses. It presents leadership techniques and teaching methods for conducting successful recreation programs in community centers, schools, churches, industry, hospitals, prisons, and on playgrounds. Over 1,000 program ideas and ways to teach are suggested that cover a wide range of activities including music, dance, arts and crafts, nature and camping, athletic sports and games, and social recreation. The opening chapter, "Free Time, Work, and Leisure in Changing America," points out the significant role recreation can play in helping to solve problems. It is stressed throughout that recreation is more than entertainment; it is concerned with improving the quality of life. A chapter is devoted to techniques for teaching special groups including children, teenagers, the aged, and the handicapped (orthopedically atypical, mentally retarded, and gifted). Other chapters present techniques for successfully conducting club activities and for evaluating the results of programs and leaders. The appendix is a sample of an interest finder of activities for program leaders. (MM)

ED 133 324 SP 010 723

Preparation in Fall 1975 of Persons Completing Preparation for Education Certifications in 1974-75. Report No. 13-76.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Dec 76

Note—385p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Certification, *Education Majors, *Graduate Surveys, *Tables (Data), *Teacher Certification, *Teacher Employment, *Teacher Placement

Identifiers—New York, State University of New York, SUNY

This report summarizes data collected by the Central Staff Office of Institutional Research of the State University of New York based on a questionnaire completed annually for the National Education Association. The institutions included in this study are all those that offer programs in education that enable students to be recommended for New York State certification. Information is presented through the use of 118 tables that provide the following information: institution name or certification area; total persons completing preparation; number teaching in and out of New York State; number employed in administrative and supporting positions in and out of state; number otherwise gainfully employed; number continuing formal study; number in military service; number in homemaking; number seeking a teaching position; number seeking an administrative or supporting staff position; number seeking other employment; and others. The report is divided into five sections: (1) Provisional Certifications—Institutional Summaries; (2) Provisional Certifications—Certification Area Summaries; (3) Permanent Certifications—Institutional Summaries; (4) Permanent Certifications—Certification Area Summaries; and (5) a list of central staff office publications. (MM)

ED 133 325 SP 010 726

The Question of Class Size. Info-Item Educators Digest/No. 2040.

National Education Association, Washington, D.C.; Ohio Education Association, Columbus. Instruction and Professional Development Div.

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Class Management, *Classroom Participation, *Class Size, *Creative Teaching, *Creative Thinking, *Educational Quality, *Effective Teaching, *Group Behavior, *Individualized Instruction, *Teacher Morale

Identifiers—Indicators of Quality

Studies that conclude that class size makes no difference are based almost entirely on student achievement of cognitive scores, whereas those studies that find class size significant include other important factors such as creativity, decline of learning and behavior problems, better class control, problem-solving and retention, and the amount of opportunity for each child to participate and express himself orally. "Indicators of Quality," an instrument measuring individualization, interpersonal regard, group activity and creativity, has revealed a near perfect linear relationship between class size and quality of the educational process. Generalizations about educational quality drawn from over sixty class size studies, and supported by their data, show that with a small class size: (1) teachers provide a wider variety of instructional methods and learning activities; (2) students benefit from more individualized instruction; (3) students engage in more creative and divergent thinking processes; (4) students learn to function more effectively as group members and leaders; (5) students develop better human relations skills; (6) students learn basic skills better and master more subject matter content; (7) classroom management and discipline are better; (8) teacher attitude and morale are more positive; and (9) student attitudes and perceptions are more positive. Seventy-two documents are cited in the list of references on class size and educational effectiveness. (MB)

ED 133 326 SP 010 727

Educational Accountability. Info-Item Educators Digest/No. 1020.

National Education Association, Washington, D.C.; Ohio Education Association, Columbus. Instruction and Professional Development Div.

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Achievement Rating, *Achievement Tests, *Educational Accountability, *Educa-

tional Trends, Evaluation Criteria, *Measurement Techniques, Performance Factors, Program Effectiveness, School Responsibility, *State Standards, *Teacher Evaluation, Testing Problems

Identifiers—Ohio

Educational accountability is examined from the viewpoint of (1) history—the development of the concept from that of cost accounting to one of the educator's responsibility to parents and taxpayers; (2) new requirements of the Ohio state government for yearly reports on student skills in various subject areas according to sex, race, size of community, and socioeconomic status; and (3) new Ohio state requirements for progress reports for each school district and its constituent schools on plans, problems, personnel, and supplies. In addition, two papers by the National Education Association are reprinted: "Problems in Using Pupil Outcomes for Teacher Evaluation" and a comparison of random sampling and total population testing theories, "Why Should All Those Students Take All Those Tests?" The document concludes with an Ohio Education Association position paper on the uses and limitations of the accountability concept. (MB)

ED 133 327 SP 010 732

Guidelines for Educational Aides. Info-Item Educators Digest/No. 1060.

National Education Association, Washington, D.C.; Ohio Education Association, Columbus. Instruction and Professional Development Div.

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Differentiated Staffs, *Effective Teaching, *Guidelines, *Paraprofessional School Personnel, *Program Evaluation, *School Aides, *Teacher Aides, *Volunteers

Identifiers—Ohio

This document discusses the educational aide program in the state of Ohio. Section I discusses the paid educational aide. The goal of the paid teacher aide program is to improve instruction; the objectives of the program are: (1) teachers will spend more time directly involved in significant high-level teaching and learning functions; (2) teachers will spend more time designing effective teaching strategies; (3) teachers will be more personally involved with pupils; (4) the basic skills program will improve; and (5) teachers will have more energy to devote to teaching. Guidelines are recommended for the selection, training, supervision, and continuous progress evaluation of educational aides and auxiliary personnel. A selection of questions and answers concerns the content and intent of the Educational Aide Statute of the Ohio Revised Code. The permanent regulations for issuance of the educational aide permit are listed. Ethical conduct is briefly discussed. The second section deals with the volunteer educational aide. It is stressed that understanding the volunteer is important to the development of effective utilization of the aide. Suggested steps for initiation of a volunteer aide program include: (1) recruitment of volunteers; (2) selection and placement; (3) criteria for volunteers; (4) orientation and training; (5) utilization of volunteers; (6) supervision and program coordination; (7) motivation and recognition; and (8) evaluation. The appendix includes: (1) The Revised Code of Ohio Educational Aide Statute; (2) Opinion No. 69-145; (3) a chart showing the organization and development of a volunteer program; (4) sample forms and questionnaires; and (5) a reading list. (MM)

ED 133 328 SP 010 733

OEA 1976-77 Resolutions and Biennial Legislative Priorities and Policies. Info-Item Educators Digest/No. 8020.

National Education Association, Washington, D.C.; Ohio Education Association, Columbus. Instruction and Professional Development Div.

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Boards of Education, *Curriculum Development, *Educational Finance, *Educational Legislation, *Educational Policy, *Employment, *Personnel Policy, *Professional Associations, *State Standards, *Teacher Retirement

Identifiers—Ohio, Ohio Education Association

This document is a report of the Ohio Education Association (OEA) 1975-76 biennial legislative priorities and policies and the 1976-77 OEA resolutions. The document is introduced by

the preamble of the OEA and listings of the resolutions and legislative committees. Section I, on OEA legislative priorities, discusses educational finance, collective bargaining, educational planning board, fair employment and dismissal, and retirement. Section II, the OEA resolutions, concerns: (1) education in Ohio; (2) personnel; (3) students and curriculum; (4) employment practices and standards; and (5) professional associations. Section III, OEA legislative policies, discusses: (1) finances and tax structure; (2) personnel; (3) students and curriculum; (4) retirement; (5) school boards; and (6) national concerns—actions requested of the National Education Association. (MM)

ED 133 329 SP 010 735
Inservive Planning Manual. Info-Item Educators Digest/No. 5070.

National Education Association, Washington, D.C.; Ohio Education Association, Columbus. Instruction and Professional Development Div. Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—*Inservice Education, *Inservice Programs, *Inservice Teacher Education, *Participant Involvement, *Professional Continuing Education, *Professional Training, *Program Planning

Identifiers—Ohio

This document briefly covers a number of topics to be considered in the planning of inservice education programs. Topics include: (1) a statement of the Ohio Education Association's (OEA) policy on inservice education and professional development; (2) an overview of inservice education and professional development programs; (3) some common pitfalls of inservice education; (4) the inservice continuum demonstrating that up until now most inservice activities have been conducted and designed to acquaint teachers with the current learning trends and teaching innovations, rather than to encourage skill development; (5) OEA inservice interest and participation surveys; (6) elements of inservice planning including assessment, item analysis for the surveys, and program selection; (7) a chart showing the planning cycle for inservice education; and (8) an inservice glossary for program developers. (MM)

TM

ED 133 330 TM 005 557

Hayman, John L. Jr.
Rights of Privacy and Research Needs: A Problem Whose Time Has Arrived.

Pub Date [Apr 76]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Civil Liberties, *Educational Legislation, *Educational Research, *Research Needs, *Research Problems

There is no more fundamental right in our system than the right of privacy—the right to be let alone. Current trends lead to a major assault on this right, and one of the great tests of the viability of our system is its ability to preserve this right in the face of increasing complexity and increasing needs for control. As part of the scientific community, educational researchers contribute to the assault on privacy; and it is part of their responsibility to counter this movement and to preserve our basic values. It is obvious that strong action on the part of the American Educational Research Association is needed and needed soon. Topics discussed include historical background, common law, appropriation, public disclosure, the constitution, recent legislation and court findings, current needs and problems, and the critical need for guidelines and policies. (RC)

ED 133 331 TM 005 561

Doherty, Victor W. Forster, Fred
Can Rasch Scaled Scores Be Predicted from a Calibrated Item Pool?

Pub Date 9 Apr 76

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Correlation, *Item Banks, Prediction, Raw Scores, Scores, Statistical Analysis, Test Construction

Identifiers—*Rasch Scaled Scores

In order to verify that a test made of items selected from a pool produces the same Rasch scaled achievement scores as would be predicted from previous Rasch difficulty calibrations for those items, the following experiment was conducted. Seven math tests with similar content but graduated difficulty were administered to students in grade seven. The tests overlapped each other so that each test included about 20 items that were also included in one of the other six tests. The items in these seven tests were calibrated for difficulty using the Rasch procedure. Through the linking data provided by the common items, each of the items in all of the tests was adjusted to the same scale of difficulty. These items then formed a single pool of items. These items were listed in ascending difficulty order and were divided into seven level tests each with 30 items. These new tests were administered to about 1500 students in the seventh grade. Rasch item calibrations were again computed, and linking data used to adjust items to a common achievement scale. Rasch scaled achievement scores were computed for each possible raw score for each of the level tests and for the same items as calibrated in the original pool. The comparable scaled achievement scores for the tests were established on the basis of the actual performance of students on the second administration. Tables present the results. (RC)

ED 133 332 TM 005 562

Roid, G. H. Haladyna, Thomas M.
A Comparison of Objective-Based and Modified-Bornum Item Writing Techniques.

Pub Date [Apr 76]

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Achievement Tests, *Comparative Analysis, Complexity Level, *Methods, *Test Construction

Identifiers—*Test Item Writing

Two techniques for writing achievement test items to accompany instructional materials were contrasted: (1) generating items from statements of instructional objectives, and (2) generating items from rules for transforming instructional statements (adapted from Bornum). Items of each type were written by two experienced item writers. Subjects were given tests employing these items before and after reading a programmed booklet. One item writer was found to produce consistently more difficult test items regardless of the technique used. This result supports the contention that objective-based item writing results in items of varying quality, but is in conflict with the hypothesis that the rule-generation technique eliminates "subjectivity" in item writing. The need for further investigation of fully-automated, linguistic-based rules for item writing is suggested. (Author)

ED 133 333 TM 005 566

Spaner, Steven D.
What Inferences Are Allowable With a Significant F in Regression Analysis?

Pub Date [Apr 76]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Analysis of Variance, *Hypothesis Testing, *Multiple Regression Analysis, *Tests of Significance

Identifiers—Statistical Inference

The inferences allowable with a significant F in regression analysis are discussed. Included in this discussion are the effects of specificity of the research hypothesis, incorporation of covariates, directional hypotheses, and the manipulation of variables on the interpretation of significance for such purposes as causal and directional inferences. The position is taken that the research hypothesis dictates the variables to be tested and hence included in the regression models. If the variables have been manipulated, then causal inferences can potentially be made. If covariates have been included in the analysis, then they should be included in the inference. If the

research hypothesis specified a directional expectation, then a directional conclusion is warranted. (RC)

ED 133 334 TM 005 575

Selby, David
Item-Nonresponse in the First Follow-Up Survey of the National Longitudinal Survey of the High School Class of 1972.

Educational Policy Research Center for Higher Education and Society, Washington, D.C.

Pub Date May 76

Contract—300-76-0026

Note—181p.

EDRS Price MF-\$0.83 HC-\$1.03 Plus Postage.

Descriptors—*Followup Studies, *Graduate Surveys, High School Graduates, *Longitudinal Studies, *National Surveys, *Research Problems, *Response Style (Tests)

Identifiers—Missing Data, *National Longitudinal Survey Hi Sch Class 1972

The paper describes a variety of analytical difficulties facing prospective users of the first follow-up of the National Center for Education Statistics National Longitudinal Survey of the High School Class of 1972 (NLS) and suggests some possible approaches to coping with these. The primary focus is on the causes and consequences of selective item non-response in the first follow-up survey. Coding schemes used to flag this non-response and alternative approaches to estimating values for missing data are discussed. An examination of the special codes used for routing-pattern errors and missing data leads to the proposal of preparation of an analysis-oriented data file to parallel, but not replace, the existing documentary file. Certain coding modifications are mentioned which might be implemented for such a file. An examination of patterns of item non-response leads to the conclusion that the questionnaire's content and format, especially requests for detailed and/or private information, complex routing patterns, and a layout better suited to personal interviews than to mail-out collection, are probably responsible for some item non-response. Possible modifications that might reduce item non-response in future follow-up surveys are suggested. Review of several approaches to adjustment for missing data leads the authors to recommend a specific imputation procedure for data already collected. Also described are some possible methodological studies aimed at testing the effects of data assignments upon characteristics of the present NLS data base. (Author/RC)

ED 133 335 TM 005 583

Evaluation of the Dade County Hearing Impaired Program, 1975-76.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date Jun 76

Note—58p.; Document not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Auditory Evaluation, *Aurally Handicapped, Elementary Secondary Education, Itinerant Teachers, Parent Attitudes, *Program Attitudes, Program Effectiveness, *Program Evaluation, Special Education, Teacher Attitudes

Identifiers—*Dade County Hearing Impaired Program, Florida (Dade County)

For this evaluation, information was gathered from parents of children enrolled in Dade's programs for the hearing impaired, teachers of the hearing impaired, regular teachers, and records of children currently in the program. Information was also gathered from parents of children enrolled at the Florida School for the Deaf and Hard of Hearing at St. Augustine, to obtain a relative comparison of that and Dade's program. The information gathered from these sources was used to evaluate the two basic types of services offered the hearing impaired by Dade County: (1) self-contained services, involving placement of a student into a special classroom, with resourcing into the regular school program as warranted, and (2) itinerant teacher services, provided for those with relatively little hearing impairment for approximately two hours per week. Seven major recommendations were made for program improvement: (1) development of an in-service orientation for regular teachers; (2) increasing availability of appropriate career education and vocational training opportunities for the

hearing impaired child; (3) enhancing the communication existing between teachers in the itinerant program and students' parents; (4) provision of more adequate facilities for itinerant hearing teachers; (5) provision of in-service training for teachers of the hearing impaired in certain areas; (6) making available more complete information on incoming students especially for teachers functioning in self-contained settings; and (7) more adequate provision for certain equipment items. (RC)

ED 133 336 TM 005 603

Howard, Ann

Intrinsic Motivation and Its Determinants as Factors Enhancing the Prediction of Job Performance from Ability. Research Report No. 11. Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date May 76

Contract—N00014-75-C-0884

Note—150p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Ability, Achievement Need, Aptitude Tests, Clerical Workers, Employee Attitudes, Individual Characteristics, Interaction, Job Enrichment, Job Satisfaction, Models, *Motivation, Multiple Regression Analysis, *Personnel Selection, *Prediction, Predictive Validity, Questionnaires, Racial Differences, Self Reward, Sex Differences, Social Reinforcement, Statistical Analysis, *Task Performance, Theories

The primary purpose of the present research was to explore the relationship of ability and intrinsic motivation in the prediction of job performance. Intrinsic motivation was traced to two primary determinants. One, an organizational factor, is the extent to which an employee's job is "enriched," or incorporates challenging elements such as autonomy and variety. A second determinant is an individual difference factor—the extent to which the individual desires to achieve and grow. Data were collected from 353 clerical employees in a large, metropolitan bank. Ability was measured by a pre-employment clerical aptitude test; information about job characteristics, individual growth needs, growth satisfaction, and intrinsic motivation was obtained by an employee questionnaire; and job performance was measured by supervisors' evaluations. The hypotheses were tested by hierarchical moderated multiple regression. Ability and intrinsic motivation combined in an additive way but not in an interactive way in predicting job performance. (Author/BW)

ED 133 337 TM 005 622

Niedermeyer, Fred C., Ed.

Prototype Testing in Instructional Development. SWRL Working Papers: 1972.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date 72

Note—196p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Composition Skills (Literary), Drama, *Formative Evaluation, Handwriting Skills, *Instructional Materials, *Material Development, Methods, Primary Education, Spelling Instruction

Identifiers—*Prototype Testing

When properly implemented, prototype testing appears to provide one of the most direct and economical methods for identifying means to optimize the effectiveness of a product, and ultimately to validate a product's effect. The nine papers in this volume exemplify several categories of prototype testing conducted at different stages of the development process, under different conditions, and yielding different types of results. The first two working papers describe the use of status testing in selecting and sequencing outcomes and related content for spelling and composition skills instruction. The third paper describes an experimental investigation of the effect of two manipulated variables—tracing prompts and discrimination training—on kindergarten handwriting performance. At this stage of development, prototype testing can aid in important decisions about product specifications and in avoiding costly modifications later in development. As explained in papers four and five, using prototype testing in composition skills

and drama, pupil performance data are of secondary interest at such early stages in development. The sixth paper suggests certain procedures for reporting classroom observation of a program lesson and illustrates these procedures with respect to programs in composition and drama. (RC)

ED 133 338 TM 005 715

Scheuerman, Karl

An Inventory of Adapting Variables.

Pub Date [Apr 76]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Evaluation, Diagnostic Tests, Individual Differences, *Individualized Instruction, *Instructional Materials, Mastery Tests, *Measurement Techniques, Predictive Validity, *Student Needs

Three quantitative measures which assess instructional material in terms of the rationale of adapting are reported. The first index is termed the consequence ratio, which evaluates diagnostic items in terms of how effectively time is used. The second measure, termed predictive validity, evaluates the accuracy of diagnostic test predictions. The third index, discriminability, is a measure of how well the diagnostic test reflects individual differences. These measures have been included in a large field study which will assess the effectiveness of adapting techniques in meeting the needs of individual students. It is hoped, that by studying the actual parameters which reflect the rationale for adapting, a clearer picture of the future of adapting techniques in education will develop. For material to be truly adaptive it must score well on each of the measures. In the forthcoming field study these measures will be applied to a broad range of adaptive curricula. An analysis will reveal the contribution that adaptive features make to year end achievement test scores. (RC)

ED 133 339 TM 005 720

Wiggers, T. Thorne And Others

Instrumentation for Evaluating Medical School Courses in Human Sexuality.

Pub Date [Apr 76]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitude Tests, Correlation, *Course Evaluation, *Curriculum Evaluation, *Evaluation Methods, Interviews, *Medical Education, Medical Students, Patients (Persons), *Sex Education, *Sexuality, Test Reliability

Identifiers—Mosher Forced Choice Guilt Scale

A Sex Content Scale was developed to evaluate a series of simulated interviews conducted with 24 second year medical students and an actress who was carefully coached to reveal a specific sexual problem as she felt comfortable with the student and as he/she asked her appropriate questions. A patient response form was also developed to quantify the simulated patient's personal reactions to the student interviewer. Scores from these measures were correlated with the scales of Lief and Reed's Sexual Knowledge and Attitude Test and the Sex Guilt Scale of Mosher's Forced Choice Guilt Inventory. Although none of the instruments studied were able to discriminate students who had participated in a sexuality program from those who had not; the measures were found reliable and their inner correlations suggest that their future use has promise for more direct evaluations of medical school sex education curricula. (Author)

ED 133 340 TM 005 725

Dziuban, Charles D. And Others

An Investigation of Some Distributional Characteristics of the Measure of Sampling Adequacy.

Pub Date [Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, *Correlation, *Factor Analysis, *Matrices, *Sampling

Identifiers—*Measure of Sampling Adequacy

The distributional characteristics of the Kaiser-Rice measure of sampling adequacy (MSA) were

investigated with sample correlation matrices from multivariate normal populations where the level of correlation (LC) was systematically varied. Two additional variables were manipulated—sample size (SS) and number of variables (NV). Ten matrices were generated for each LC-SS-NV combination and the overall MSA computed for each, a total of 1,250. Significant effects were found for level of correlation and number of variables as well as for their interaction. Implications for applied factor analysis are discussed. (Author)

ED 133 341 TM 005 729

Sabers, Darrell

Test-Taking Skills.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Pub Date Jun 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Teaching Guides, *Test Wiseness

There are two types of skills needed to perform well on a standardized achievement test: (1) the cognitive ability or basic skill that the test is designed to measure, and (2) the ability to demonstrate that cognitive ability or basic skill within the test situation. Test-taking skills (sometimes referred to as test wiseness) are the skills needed by a child to demonstrate the cognitive ability that the exam is constructed to measure. The first part of this document delineates the skills necessary for a given test. Part II discusses two philosophies regarding the fundamental nature of knowledge—absolute or relative—and the issues of guessing and the "Don't Know" response option. The Metropolitan Achievement Test (MAT) is used as an example. The third section discusses the need for test wiseness and points out that without the required test skills the child cannot demonstrate what has or has not been learned. Part IV presents and discusses practice exercises patterned on the format and item types used in the MAT. The final section, Tips on Discussing Test Wiseness with Children, summarizes the essentials the teacher should know about improving children's test skills. The appendices provide more examples. (RC)

ED 133 342 95 TM 005 730

Wiley, David E. Hornik, Robert

Measurement Error and the Analysis of Panel Data. Studies of Educative Processes Report No. 5.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Aug 73

Contract—NE-C-00-3-0102

Grant—GS-35642

Note—57p.

Available from—David E. Wiley, Dept. of Education, University of Chicago, 5835 Kimbark Ave., Chicago, Illinois 60637 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Data Analysis, *Longitudinal Studies, *Mathematical Models, Multiple Regression Analysis, Reliability, Social Science Research, *Standard Error of Measurement, *Statistical Analysis

Identifiers—*Panel Data, *Path Analysis

Early procedures for the analysis of multivariate panel data do not rest on well-specified statistical models. Recent approaches based on path analysis suffer from the defects of variable standardization and lack of attention to measurement error. The paper formulates a measurement model for quantitatively scaled multivariate panel data. The model is applied to a data set indexing two constructs measured at three time points. Multiple measurement of each construct in conjunction with the measurement model allows estimation of a true variance-covariance matrix. Analysis of this matrix produces substantially different interpretations of variable influence than similar analyses of the original data. (Author)

ED 133 343 TM 005 906

Delaney, Ann K. F.

Educational Based Appraisal System. Diagnostic Manual, Experimental Edition.

Note—294p.; Maxi practicum, Nova University

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Diagnostic Tests, *Educational Diagnosis, *Educational Planning, Elementary Secondary Education, Evaluation Methods, Guidelines, *Handicapped Students, Individual

Needs, *Manuals, Measurement Techniques, Program Evaluation, Records (Forms), Referral, *Special Education, Staff Role, *Student Evaluation

Identifiers—*Educational Based Appraisal System

The purpose of this manual is to provide the diagnostician with a detailed reference regarding her role in the use of the Educational Based Appraisal System (EBAS). It is assumed that the reader is familiar with the principles underlying EBAS, and has a basic understanding of how the system operates through attendance of concentrated pre-service sessions regarding this model. EBAS has been designed as a resource to the diagnostician for developing a comprehensive appraisal system for handicapped students. The emphasis in this manual is on improving the diagnostician's performance of her role by making available a comprehensive handbook indexed to facilitate its use. The manual is organized into eight chapters and three appendices. This organization reflects the major objectives of the manual. The first objective is to provide the diagnostician with detailed directions for the implementation and maintenance of EBAS. The second objective is to provide instructional information relative to those skills required to use EBAS effectively. The manual is written as a set of directions with supportive information explaining specific steps for implementing and utilizing EBAS. All diagnosticians involved in EBAS should familiarize themselves with the major chapters of the manual. The three appendices may or may not be reviewed by each diagnostician. These sections are comprised of information concerning selected skills and resources identified as important to EBAS use. (Author/RC)

ED 133 344 TM 005 929
Districtwide Needs Assessment. Final Project Report.

San Diego Community Coll. District, Calif.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date Sep 75

Note—136p.; Report prepared by Office of Planning and Evaluation Services of San Diego Community College District

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrator Attitudes, Community Attitudes, *Community Colleges, *Community Surveys, Higher Education, Interviews, *Needs Assessment, Program Development, Questionnaires, Student Attitudes, Teacher Attitudes

Identifiers—California (San Diego), *San Diego Community College District

This comprehensive, five-phased Needs Assessment Project brought together the collective input from the community, community leaders, current and former students, and the San Diego Community College District staff (faculty, administration, and support personnel). The purpose of the project was to develop valuable, objective input for the Board of Trustees and the District to assist them in developing programs, services, and facilities which meet the needs of the community it serves. The District is perceived by a consensus of the respondents as doing the best job in the areas of providing tuition-free education, convenient locations and times, pleasant environments for learning, general education, transfer programs to four-year institutions, vocational education, and educational opportunities for ethnic minorities. Faculty received the highest evaluation and administrators the lowest. Vocational education was recommended for expansion, specifically job placement services, career counseling, public transportation, and retraining adults for new careers. Former and current students rated their preparation for transfer to a four-year institution and for getting jobs extremely high. The majority of current students plan to transfer to a four-year institution. Preference for a semester system and positive attitudes toward tax-supported public higher education were agreed upon in the survey.(RC)

ED 133 345 TM 005 931

Fincher, Cameron

Standardized Tests, Group Differences, and Public Policy.

Pub Date 20 Oct 76

Note—37p.; Paper prepared for an invited lecture in the College of Education, Ohio State University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ethnic Groups, Intelligence, Nature Nurture Controversy, *Public Policy, *Racial Differences, *Standardized Tests, Test Bias, *Testing Problems

Identifiers—*Group Differences

The paper considers the controversies of standardized tests and group differences as they relate to the formation of public policy. The overlapping or confounding issues of standardized tests and group differences have long since become matters of public policy. Neither separately nor jointly can the issues be resolved within the confines of professional, technical, or administrative judgment. Unless suitable policy alternatives can be identified and deliberately chosen, the controversies that currently prevail in test usage and group measurement will not be resolved. After discussing the nature of the controversy, heredity versus environment, the importance of IQ, and the standard in testing, the author suggests six alternatives, although not exhaustive, which may be discussed as policy solutions that would presumably resolve the issues and controversies involved. These alternatives include: (1) a moratorium on testing, (2) the adjustment of group differences, (3) new rationales for testing, (4) the teaching of intelligence, (5) alternative schooling, and (6) adaptive treatment. Each alternative is discussed in some length. (RC)

ED 133 346 TM 005 951

Volpe, Joan

Squaring the Peg or Rounding the Hole: Teacher Categorization of Pupils' Routine Acts.

Pub Date [Dec 75]

Note—22p.; Paper presented at the Meeting of the American Anthropological Association (San Francisco, California, December 2-6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classification, *Conceptual Schemes, Educational Anthropology, *Elementary School Students, *Elementary School Teachers, *Labeling (of Persons), *Student Behavior, Student Evaluation

Taking an ethnomethodological perspective, this paper addresses itself to the central question of how meanings are constructed by members to create social reality. Here, the interest lies in explicating the interpretive procedures used by the classroom teacher in constructing pupil categorizations. As a specialist, the teacher is expected to be able to detect and assign significant features of children's routine acts to both social (behavioral) and functional (performance) categories. The paper begins by discussing methods used in data collection. These include introspection, role-taking, and the analysis of taped accounts. The procedures used by the actor-teacher to construct a social reality for a second grade class are examined and are documented by ongoing accounts and retrospective conversations. Critical behavioral distinctions made by the teacher are, among others, the 'hyper', the 'imaginative', and the 'flexible', child. Those distinctions which pertain to function or performance are the 'slow learner', the 'sharpie', and the 'conservative' child. Of particular interest is the teacher's interpretation of children's routine acts and performances in light of existing categorizations. Another area of concern deals with change in category interpretation. It appears that reinterpretation of already assigned categories occurs only when children continuously act or perform in a contradictory way. (Author)

ED 133 347 TM 005 952

Huberty, Carl J. Smith, Douglas U.

Variable Contribution in Discriminant Analysis.

Pub Date [Apr 76]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classification, *Discriminant Analysis, *Predictor Variables, *Statistical Analysis

Identifiers—Criterion Variables

The purpose of this study was to determine which of six methods of ordering variables in a discriminant analysis yields subsets of variables that have the greatest discriminatory power. One method is based on univariate mean-square (or F) ratios, a second method on stepwise ordering, two methods on linear discriminant function (LDF) variable correlations, and two methods on

standardized LDF coefficients. Real data on 80 graduate students in statistics were used. It was concluded that no single method was far superior to the others. Related findings are discussed, as are recommendations for subsequent research in this area. (Author/RC)

ED 133 348 TM 005 953

McCray, Emajean Lottes, John

The Logic of Evaluation: Norm- or Criterion-Referenced Judgments.

Pub Date Mar 76

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, *Criterion Referenced Tests, Curriculum, Guidelines, Instruction, *Norm Referenced Tests, *Student Evaluation, Test Interpretation

Principles are established for reaching valid decisions as to whether evaluative judgments should be norm referenced or criterion referenced. A set of decision rules is presented, in flow chart form, to serve as a guide to the decision-making process. The use of these decision rules is illustrated for a variety of practical situations. The evaluative framework is founded upon credible principles of teaching and a precise language of curriculum and instruction. These bases include the pragmatic, conceptual, and value aspects of education. (RC)

ED 133 349 TM 005 954

Nolen, William F. And Others

Explorations in Mathematics Attitude: An Empirical Investigation of the Aiken Scale.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [May 76]

Grant—EPP74-14535-A02

Note—16p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Provincetown, May 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitude Tests, *Elementary School Teachers, Factor Analysis, *Factor Structure, Item Analysis, *Mathematics, Rating Scales

Identifiers—*Mathematics Attitude Scale

The Mathematics Attitude Scale (Aiken, 1974) purports to reflect attitude toward mathematics on two basic dimensions, enjoyment and value. While this scale is widely used in mathematics research, the only empirical evidence supporting the two-factor structure is the item analysis of college freshmen responses. The present study examines the suggested factor structure for 96 elementary teachers. The responses of the teachers were subjected to both item analysis procedures and selected factor analysis algorithms. Because of the exploratory nature of this research, principal component and classical factor analyses (using squared multiple correlation coefficients as initial estimates of communality) were employed in conjunction with several rotation procedures. The resulting three-factor solution (enjoyment, general value, and personal value) is more meaningful both psychologically and empirically than the original two-dimension scale, given a sample of in-service teachers. While internal consistency estimates for the first two factors were only slightly improved by imposing the new structure, a meaningful third factor with an internal consistency of .78 emanated. Moreover, increases in item discrimination indices were found. (Author/RC)

ED 133 350 TM 005 955

Phillips, Donald L.

Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Essay Tests, *Guides, *National Surveys, *Occupational Tests, Reliability, *Scoring, Young Adults

Identifiers—*National Assessment of Educational Progress

The Career and Occupational Development (COD) assessment of the National Assessment of

Educational Progress (NAEP) was made up of about 70 percent free response exercises requiring hand scoring. This paper describes the techniques used in developing the "scoring guides" for these exercises and summarizes the results of two empirical studies of the application of these scoring guides. The guides used in the hand scoring were sets of nominal (descriptive) category systems. No attempt was made to arrange the categories along any ordinal continuum according to either quality or content. However, categories were considered to be either acceptable or unacceptable. The readers were given a scoring guide in which each category is given a descriptive title and illustrated by a number of sample responses. (RC)

ED 133 351 TM 005 956
Goral, John R. Lipowitz, Andrea

Attitudes of Youth Toward Military Service in the All-Volunteer Force: Results from National Surveys Conducted Between May 1971 and November 1973. Consulting Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.

Report No.—CR-ED-74-1

Pub Date Jul 74

Contract—F41609-73-C-0030

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adolescents, *Attitudes, Males, *Military Service, *National Surveys, Voluntary Agencies, *Young Adults

This report presents findings from the first six Gilbert Youth surveys, conducted biannually since May of 1971. The concept of a continuing, national survey of civilian male youth was developed in 1971 as part of a systematic effort by the Department of Defense to study the enlistment motivation and attitudes toward military service held by American youth. It was anticipated that the results of such a project would provide valuable information to those concerned with forecasting accession levels, designing recruiting strategies, and structuring the all-volunteer force. The data reported here represent a considerable contribution toward the establishment of the necessary data base. The samples used in this research are independent probability samples representative of male civilian youth aged 16-21 years. The samples are representative with respect to age, geographical region, and educational status. In total, the survey sample is representative of slightly more than 10.1 million. Data were collected in personal interviews by peer interviewers working under professional supervision. To fully utilize the representativeness of the samples employed, all percentages contained in the tables of this report make use of appropriately weighted data (unless otherwise indicated). These figures therefore are technically "projected" percentages rather than "observed" percentages. Estimates of the statistical reliability for the major sample breakdowns are given in Appendix A. Topics discussed in the chapters include: enlistment intent, incentives and deterrents to enlistment, knowledge about military service, service images, and recruiting. (RC)

ED 133 352 TM 005 963
Kilbane-Flash, Marian T.

The Title I Evaluation Cycle: 1965-1975.

Pub Date [Apr 76]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Compensatory Education Programs, Educational Change, *Evaluation Methods, *Federal Programs, *Program Evaluation, School Districts

Identifiers—Cleveland Public Schools, *Elementary Secondary Education Act Title I, ESEA Title I, Ohio (Cleveland)

The emergence of a sequence in evaluation approaches at the local level during the decade of Title I is discussed. These recurring patterns related to objectives, evaluation designs and data collection modes reflect impact of both external factors (e.g., changes in funding guidelines) and internal factors (e.g., changes in priority needs). However, periodic re-emergence of earlier ap-

proaches has been characterized by increasingly more comprehensive purposes, with more specific identification and interrelationship of process and product factors. The spiral sequence thus generates "new" combinations and applications of "old" approaches. (Author/RC)

ED 133 353 TM 005 965
Stake, Robert E.

Overview and Critique of Existing Evaluation Practices and Some New Leads for the Future.

Pub Date [Apr 76]

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Evaluation, *Evaluation Methods, Evaluation Needs

This paper initiates the AERA symposium on issues and methods in qualitative evaluation with a theoretical overview and critique of the state of the evaluation field in the United States. Some of the basic theoretical underpinnings to a qualitative approach to evaluation are presented. This type of approach complements and compensates for those aspects of educational practice that conventional approaches omit. (RC)

ED 133 354 TM 005 966
Warren, Jonathan R.

Evaluation and Motivation: A Critical Analysis.

Pub Date [Apr 76]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Grading, *Student Evaluation, *Student Motivation

The author reports that over long periods of a semester or more, evaluation has repeatedly been shown to increase the intensity of student effort and level of achievement. Evaluative procedures which have been presumed to be punitive seem to be reward-oriented when the scale is perceived in terms of different degrees of success. Other relatively unstudied aspects of the relationships between evaluation and motivation are also discussed. (RC)

ED 133 355 TM 005 967
Bailey, John E., III

Educational Organization Evaluation Model.

Pub Date Feb 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Evaluation, *Models, *Organizations (Groups)

A model is presented, drawn from the fields of both educational evaluation and business management, specifying the necessary processes for evaluating an educational organization. The model is concerned with determining the needs of the community and judging the results of the organization in terms of those needs. It looks at the organization in terms of its ability to generate new solutions and to keep that process going. Finally, it defines the organization and its processes primarily in terms of the organization's people, their knowledges, and interrelationships. (RC)

ED 133 356 TM 005 968

The New York State Physical Fitness Screening Test for Boys and Girls Grades 4-12 (1976 Revision). A Manual for Teachers of Physical Education.

New York State Education Dept., Albany.

Pub Date [76]

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Manuals, Norms, *Performance Tests, *Physical Fitness, *Screening Tests, Standardized Tests, Testing, Test Interpretation, Test Reliability

Identifiers—*New York State Physical Fitness Screening Test

The New York State Physical Fitness Screening Test, an individual performance-type test composed of four different test items, was developed to provide school personnel with an instrument for use in determining the physical fitness of pupils and to screen pupils who are physically underdeveloped. The original norms for the test were obtained in 1962. This manual contains an

updated set of norms which are more representative of the current student population. Three of the test items in the manual have also been revised to make them more valid for the current student population. In addition to a total physical education score, the test provides four part scores indicating relative strengths and weaknesses in four basic components of physical fitness: agility, strength, speed, and endurance. The manual is divided into the following sections: description of the test, general directions, testing procedures, interpreting the test scores, using the test results, test development notes, and tables of achievement level norms. (RC)

ED 133 357 TM 005 969
Tables for Posttest Prediction Using Six-Step

Historical Regression Procedure.

New York State Education Dept., Albany. Div. of Federal Education Opportunity Programs.

Pub Date Mar 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement Gains, *Compensatory Education Programs, Elementary Secondary Education, *Grade Equivalent Scores, *Measurement Techniques, Multiple Regression Analysis, *Norm Referenced Tests, Post Testing, *Prediction, Pretesting, Program Evaluation, Standardized Tests, Tables (Data)

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Six Step Historical Regression Procedure

An integral part of Title I of the Elementary and Secondary Education Act programs has been the evaluation of these programs in terms of attainment of increments of gain in reading and mathematics. One of the most widely used methods of analyzing pre and post test norm referenced data has been the six-step historical regression procedure. This procedure compares the rate of growth of children within a Title I program with the predicted rate of growth they would have achieved without the Title I program. This predicted rate of growth is based upon the students' previous rate which is established by a grade equivalent score on a norm referenced test. The first five steps of the procedure demonstrate how to calculate, for a given student with a grade equivalent score, a predicted score after a certain number of months (usually between six and ten). The tables which comprise this document offer a shortcut way of calculating predicted scores and thus allow the evaluator to avoid the tedious task of calculating predicted scores for each youngster in the program. Limitations to using the tables are given. (RC)

ED 133 358 TM 005 970
Blair, Mark W. Kershner, Keith M.

Development of the Research for Better Schools Student Attitude Survey.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date Apr 76

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Attitude Tests, Secondary Education, *Student Attitudes, *Test Reliability, *Test Validity, Work Attitudes

Identifiers—*Student Attitude Survey (1975 Form), *Student Attitude Survey (1976 Form)

The objective of the study was the development and analysis of an instrument which assesses student attitudes toward school, work, self, and others. This objective IIS item instrument was refined into an 80 item Student Attitude Survey which has documented qualities related to administration, processing, reliability, and validity. The revised instrument demonstrated a high degree of internal consistency. The average item to total score correlations for the major scales were .48, .53, .57, and .50. The split-half reliability coefficients were .80, .90, .88, and .79. Two indices of validity were employed: the agreement of staff and student ratings and scale sensitivity to experimental treatment effects. The first index was constrained by a relatively low level of inter-rater reliability. The second index did provide consistent and supportive results. Of the seven tests performed, six indicated the instrument's ability to identify experimental students who had been exposed to a program designed to affect the variables which the instrument intends to measure. The 1975 and 1976 forms of the survey are included in the document for the purpose of listing item content; for actual administration, the

instrument is presented in an optical scanning format. (RC)

ED 133 359 TM 005 973

Schlenker, Richard M.
Viktor Lowenfeld's Visual-Haptic Continuum and Groups of Wide Geographic Separation.
Note—18p.; For a related document, see ED 128 413

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Adults, *Aptitude Tests, Geographic Regions, *Haptic Perception, *Perception Tests, Scoring, Test Interpretation, *Visual Perception
Identifiers—Lowenfeld (Viktor), *Tests for Visual and Haptic Aptitudes

Two groups of continuing education students were tested using three of Viktor Lowenfeld's tests of visual-haptic perception. The scores from the three tests were added to yield a score which identified an individual's location on Lowenfeld's visual-haptic continuum. The investigation also uncovered scoring problems with two of the tests which had not been previously reported in the literature. It was concluded that the Picture a Building Test as well as the Test of Visual and Haptic Word Association should not be used in their original form as a vehicle for ascertaining an individual's perceptual aptitude. Raw data tables are included. (Author)

ED 133 360 95 TM 005 975

Coulson, John E.
National Evaluation of the Emergency School Aid Act (ESAA): Summary of the Second-Year Studies.

System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TM-5236/011/00
Pub Date Jul 76

Contract—OEC-0-73-0831; OEC-0-73-6336
Note—30p.; For related documents, see TM 005 976 and 977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Academic Achievement, *Compensatory Education Programs, *Disadvantaged Youth, *Educational Legislation, Elementary Secondary Education, *Program Effectiveness, *Program Evaluation, Resource Allocations, School Environment, School Integration, Student Characteristics, Student Testing
Identifiers—*Emergency School Aid Act

This document summarizes in non-technical terms the preliminary policy-relevant findings of a national evaluation of the Emergency School Aid Act (ESAA) Basic and Pilot Programs during the second year of program operations, 1974-75. An attempt is also made to relate the second year results to findings in the first evaluation year, 1973-74. A major objective of the study has been to assess the overall impact of the ESAA Basic and Pilot programs on students' academic skills and on certain desegregation-related outcome measures. Accordingly, results of the impact analyses are reported here. However, it has been apparent from the earliest stages of data collection that the results of any such overall impact study would almost certainly be difficult to interpret because of the wide variations found among local ESAA projects with respect to specific project goals, approaches taken to reach these goals, and the magnitude and quality of project resources applied to the goals. In such an evaluation, the deficiencies of some projects may obscure the successes of other projects. Accordingly, this report places considerable emphasis on the identification of elements of characteristics of the school programs that seem to have helped disadvantaged students, regardless of the source of funding for those programs. (Author/RC)

ED 133 361 95 TM 005 976

Wellisch, Jean B. And Others
An In-Depth Study of Emergency School Aid Act (ESAA) Schools: 1974-1975.

System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TM-5236/010/00
Pub Date Jul 76

Contract—OEC-0-73-0831; OEC-0-73-6336
Note—216p.; For related documents, see TM 005 975 and 977

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education Programs, Disadvantaged Youth, *Educational Legislation, Elementary Secondary Education, Equal Education, Mathematics, Mathematics Instruction, Organizational Climate, Parent Participation, Program Costs, Program Effectiveness, Reading Achievement, Reading Instruction, Research Methodology, Resource Allocations, School Integration, Statistical Analysis, *Success Factors, Teacher Attitudes

Identifiers—*Emergency School Aid Act

The 1974-75 in-depth study was designed and conducted as an exploratory investigation of program and contextual factors related to achievement. The study was conducted in conjunction with the National Evaluation of the Emergency School Aid Act (ESAA). The analysis of school success was guided by a conceptual model that identified four key dimensions of a reading and math program, each of which were found to be significantly related to reading or math gain, independent of student background characteristics. These four dimensions are: (1) organizational climate, which produced a composite index of administrative leadership and a measure of district-level support for new teachers that predicted math gain; (2) parent and community involvement, which produced an index of parent participation in the classroom that predicted both reading and math gain; (3) reading and math program characteristics, which resulted in three indices that predicted achievement gains: the use of behavioral objectives, the provision of adequate instructional practice, and less frequent use of positive reinforcement; and (4) reading and math resource use, which uncovered a relationship between achievement gain and per-pupil costs for remedial specialists. (RC)

ED 133 362 95 TM 005 977

Coulson, John E. And Others
The Second Year of Emergency School Aid Act (ESAA) Implementation.

System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TM-5236/009/00
Pub Date Jul 76

Contract—OEC-0-73-0831; OEC-0-73-6336
Note—522p.; For related documents, see TM 005 975 and 976

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Compensatory Education Programs, Disadvantaged Youth, *Educational Legislation, Elementary Secondary Education, Mathematics, Minority Group Children, *Program Effectiveness, *Program Evaluation, Reading Achievement, Resource Allocations, School Environment, School Integration
Identifiers—*Emergency School Aid Act

This report summarizes the results of an evaluation of the Emergency School Aid Act (ESAA) Basic and Pilot Programs during their second year of program operations, 1974-75. Also presented are achievement data for a longitudinal sample of students participating in the first two years of ESAA operations, 1973-74 and 1974-75. Although two years of evaluation results indicate that the ESAA resource allocation process was successful in targeting ESAA funds to needy school districts, schools, and students, there was little evidence that those funds had a positive impact on student achievement or school climate. There was some suggestion in the data that schools similar to ESAA-funded schools (i.e., control schools) may have employed other sources of funds (federal or state) to provide ESAA-like services to their students, making the achievement and climate comparisons between the ESAA-funded and non-ESAA-funded schools difficult to interpret. When these two sets of schools are combined for analysis purposes, policy-relevant relationships emerge with regard to particular school activities and associated school climate and achievement gains. Should the relationships found in this study be cross-validated by year three data, clear guidance for ESAA program improvement will be forthcoming. (RC)

ED 133 363 TM 005 978

O'Reilly, Robert P. And Others
The Validation and Refinement of Measures of Literal Comprehension in Reading for Use in Policy Research and Classroom Management.

New York State Education Dept., Albany. Div. of Research.

Pub Date Feb 76

Note—424p.; Not available in hard copy due to marginal legibility of tables

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Class Management, *Cloze Procedure, Criterion Referenced Tests, Elementary Secondary Education, Item Analysis, *Multiple Choice Tests, Productivity, *Reading Comprehension, Reading Programs, *Reading Tests, Standardized Tests, Test Construction, Testing Problems, Test Reliability, *Test Validity

Identifiers—Domain Referenced Tests, *Literal Comprehension, Rasch Model, SPED, SPED Test Development Notebook, System Pupil Program Evaluation Development

The report proposes to complete the validation and refinement of a new domain referenced testing technology designed to assess literal comprehension ability in students in grades 1-12. The domain referenced measures in this technology, along with other more traditional measures of reading comprehension, literal and non-literal, are subsequently intended to be used in part in large scale studies of productivity in school reading programs. To date, studies of productivity in reading instruction have had little influence on educational decision-making due to serious methodological problems, one of the major problems being the lack of adequate measures of program output. The report further proposes to solve a number of important instructional management problems created by the use of the inadequate information available from traditional measures of reading comprehension. The new domain referenced measures of reading comprehension will have an improved basis for scaling students on comprehension ability, and ability scores from this scale will be referenced to an additional scale defining an individual or group's ability to read in several domains of written discourse. These scaling features will allow for the assignment of students to specific levels of reading materials in specific instructional or content domains, a procedure not possible with existing measures of reading comprehension. (Author)

ED 133 364 TM 005 979

Moonan, William J.
PRIME: Personnel Research Instrumentalities for Measurement and Evaluation.

Pub Date [Sep 75]
Note—21p.; Paper presented at the Annual Meeting of the Military Testing Association (17th, Fort Benjamin Harrison, Indiana, September 15-19, 1975); For a related document, see ED 128 402

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Programs, *Mathematical Models, Measurement Techniques, *Personnel Evaluation

The purposes of the paper were to develop a structure by which assessment models could be uniquely characterized and to develop assessment models and their associated computer programs which could be used for personnel research purposes. To these ends two aspects of assessment, measurement and evaluation, were identified. Their distinction was mainly in the process used to respond to the items of an assessment instrument. The parameters of the assessment models were identified. These were variously combined and operationalized into either measurement or evaluation models. The intention of this process was to make evaluation more measurement-like by using and developing evaluation models, for polytomous response information, which were patterned after Rasch latent-trait measurement models. Also developed were some special models for use in decision making paradigms and for assessment situations for which an estimation sample does or does not exist. Analysis of these models and their associated data were provided by a system of computer programs called PRIME. In all, five programs were developed, illustrated, and documented. Applications of these models and computer programs to personnel research areas of the Navy Personnel Research and Development Center research program was discussed. (RC)

ED 133 365 TM 005 980

Vaughan, Michael R. Kriner, Richard E.

The Army Racial Awareness Program: A Case Study of Program Impact on Personal Values. Special Report

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No.—HumRRO-SR-CD(L)-75-2

Pub Date Apr 75

Contract—DAHC19-73-C-0004

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Discussion (Teaching Technique), *Educational Programs, Human Relations Programs, Lecture, *Military Personnel, Personality Tests, *Personal Values, Program Attitudes, Program Effectiveness, *Program Evaluation, *Race Relations, Teaching Methods

Identifiers—*Army Racial Awareness Program, Rokeach Value Survey

The effects of two forms of presentation of the Army Racial Awareness Program (RAP) on the personal values of equality and freedom were assessed. Subjects were Army personnel assigned to RAP at Fort Meade, Md. The research instrument was the Rokeach Value Survey, in pretest-posttest administrations. Results suggested that the official RAP presentation version—lecture and discussion—was more effective than a lecture-only version in changing personal values. Importance attached to equality was increased among RAP participants but not among lecture-only subjects. Importance attached to freedom was relatively unaffected in both groups. The size and statistical significance of value change among RAP participants varied according to characteristics such as age, race, rank, and education. Such differences were not found among lecture-only subjects. Subjects indicated approval of the RAP program and its continuance for all Army personnel.

ED 133 366 TM 005 983

McFadden, Robert W. And Others

Development and Evaluation of Pretraining as an Adjunct to a Pilot Training Study.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-14

Pub Date Jun 76

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Audiovisual Instruction, Criterion Referenced Tests, *Flight Training, Instructional Materials, Instructional Programs, *Instructional Systems, Media Research, *Multimedia Instruction, Program Evaluation, Simulation, *Training Techniques, Validity

Identifiers—Air Force, Cognitive Pretraining

The utility of the pretraining of task-relevant cognitive skills within the context of experimental research methodology was investigated in this study. A criterion referenced pretraining multimedia product was developed and applied to support the initial phase of an experimental research effort in which several instructional methods for training pilots in an aircraft simulator were investigated. The objectives of the pretraining materials phase of the study were: (1) to provide a standardized, replicable method of orientation of subjects across three experimental groups, (2) to permit the training and assessment of prerequisite entry behaviors which were relevant to the tasks taught in the simulator, and (3) to enhance experimental control for the study. Instructional materials were developed and validated following instructional systems development (ISD) procedures. The materials consisted of a modified programmed text, review questions, a video taped briefing/demonstration, and a criterion test. Materials were validated using two sample groups from the target population of undergraduate pilot training (UPT) casual students. The multi-media pretraining package was applied during the initial or orientation phase of the instructional strategies study. Criterion test scores of the experimental groups receiving pretraining exceeded acceptance criteria for the specified prerequisite skills as called for in the instructional product validation. Achievement scores on the criterion test for the experimental groups closely replicated those of the validation group (non-significant differences in mean scores). (Author/RC)

ED 133 367

Curtis, Ervin W.

Factor Regression Analysis: A New Method for Weighting Predictors. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—NPRDC-TR-77-12

Pub Date Dec 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Correlation, Error Patterns, *Factor Analysis, Matrices, *Multiple Regression Analysis, *Predictor Variables, Reliability, Sampling, Selection, *Statistical Analysis, Validity

Identifiers—*Factor Regression Analysis, Predictor Weights

The optimum weighting of variables to predict a dependent-criterion variable is an important problem in nearly all of the social and natural sciences. Although the predominant method, multiple regression analysis (MR), yields optimum weights for the sample at hand, these weights are not generally optimum in the population from which the sample was drawn. A method was developed that sacrifices some "prediction" in the sample at hand in order to achieve a more reliable and stable predictor composite. The method developed, Factor Regression Analysis (FRA) is based on the first principle component of the predictor intercorrelation matrix with validities in the diagonal cells. FRA yielded very stable predictor composites and weights—the weights themselves varied less from sample to sample than did MR weights from the same samples. These differences were marked for low sample sizes (e.g., $N = 25$), regardless of the number of variables in regression. With regard to prediction, FRA composites were substantially more valid in the population than the MR composites based on the same samples. The number of predictors in the subset did not turn out to be very important. FRA weights based on samples of 25 were about as valid as MR weights based on samples of 100. With samples of 200 the two methods yielded roughly equivalent prediction. (Author)

ED 133 368

95

TM 005 986

Walsh, John Totten, Jan L.

An Assessment of Vocational Education Programs for the Disadvantaged under Part B and Part A Section 102(b) of the 1968 Amendments to the Vocational Education Act. Final Report.

Olympus Research Corp., Salt Lake City, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Dec 76

Note—267p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Community Surveys, *Disadvantaged Youth, *Educational Legislation, Interviews, Post Secondary Education, Program Administration, *Program Evaluation, Resource Allocations, Secondary Education, State Surveys, *Vocational Education

Identifiers—*Vocational Education Amendments 1968

In 1968 Congress amended the Vocational Education Act of 1963. The amendments expanded the definition of vocational education and removed some of the narrowing strictures which had sharply differentiated vocational education from academic education, insisted upon state planning, and sought to strengthen the federal leadership role. Perhaps most important, the 1968 amendments mandated that portions of federal grants to the states be used to provide special programs or services for those who could not succeed in regular vocational education programs without such services. This report presents the findings and conclusions of a national assessment of the program. Chapter I discusses the meaning of the term "disadvantaged" and the question of whether the intent of the disadvantaged provisions of the amendments is being fulfilled. The second chapter presents a national overview of programming for the disadvantaged, a discussion of policy at the state and local levels, personnel and administrative techniques, the allocation of resources at the community level, and constraints and recommendations. The third chapter discusses the types of programs funded

for disadvantaged students, including a statistical overview of the project sample. Chapter IV, the executive summary, summarizes the findings and conclusions of the study, and recommendations based on the study results are outlined. (RC)

ED 133 369

95

TM 005 987

Data Collection Instruments and Guidelines Developed for Project LONGSTEP.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract—OEC-0-70-4789

Note—59p.; For related documents, see ED 132 176-181 and ED 132 191-193; Several pages may reproduce poorly due to print quality of original

EDRS Price: MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Academic Achievement, Classroom Observation Techniques, *Data Collection, *Educational Innovation, Elementary Secondary Education, *Longitudinal Studies, *Questionnaires, Student Attitudes, Student Characteristics, Teacher Attitudes, Teacher Characteristics

Identifiers—Longitudinal Study of Educational Practices, *Project LONGSTEP

The general emphasis of Project LONGSTEP (Longitudinal Study of Educational Practices) was on the identification of changes in student achievement that occur as a result of intensive educational innovation. The data collection instruments used in Project LONGSTEP provided information on student cognitive performance, student characteristics, student attitudes, teacher characteristics and educational treatments. Student cognitive achievement was measured by standard, commercially developed instruments. Student characteristics and attitudes and teacher characteristics were assessed by questionnaires developed specifically for the study. Educational treatment characteristics were documented by specially designed instruments developed for staff use during site visits. Copies of the final questionnaires, treatment documentation, and classroom documentation instruments are included herein. Also included is a set of guidelines developed to train field observers in the use of the classroom documentation form. (Author/RC)

ED 133 370

TM 005 988

Beginning Teacher Evaluation Study: Research Design for Phase 2.

Spons Agency—California State Commission for Teacher Preparation and Licensing, Sacramento; Office of Economic Opportunity, Washington, D.C.

Pub Date 15 May 73

Note—150p.; For related documents, see ED 127 364-375; Best copy available; Pages 76-125 will be marginally legible; Study prepared by National Education Program Associates, Inc.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, *Effective Teaching, Elementary Education, Elementary School Students, Elementary School Teachers, Mathematics, Reading, *Research Design, Student Attitudes, *Teacher Behavior, Teacher Certification, *Teaching Skills

Identifiers—*Beginning Teacher Evaluation Study Phase II

Based on initial planning by the California Commission for Teacher Preparation and Licensing and extensive discussions by teachers, teacher educators, researchers, and representatives of educational organizations in California, National Education Program Associates developed a design for the second Phase of a multi-year research effort, the Beginning Teacher Evaluation Study. The research design involves the collection of pretest and posttest data on student achievement in reading and mathematics from a sample of students in grades two and five in California public schools. In addition, data will be collected about teacher and student background and characteristics, school and district characteristics, and the teaching behaviors of the teachers within the sample. The analysis of data was planned to focus on the identification of teacher behaviors which contribute to student academic performance. Additional goals of the data analyses include the determination of the influence of various background characteristics upon teacher behaviors and upon student achievement. (Author/RC)

ED 133 371 TM 005 989

Saif, Philip S.

A Handbook for the Evaluation of Classroom Teachers and School Principals.

Capitol Region Education Council, Bloomfield, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date Sep 76

Note—180p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Administrator Evaluation, Administrator Role, Educational Legislation, Elementary Secondary Education, Evaluation Methods, *Guidelines, Models, *Occupational Information, Personnel Evaluation, *Principals, Rating Scales, *Teacher Evaluation, Teacher Role

Identifiers—Connecticut

This handbook, made possible through a Title V grant from the Connecticut State Department of Education, contains job descriptions for teachers and principals and evaluation instruments which serve as initial exemplary models for the school systems throughout Connecticut seeking to improve their staff evaluation programs. Part I contains a section on the classroom teacher's role, a job description, and suggested instruments to evaluate his or her performance. Part II contains a model for principal evaluation, a section on the principal's role, a job description for a principal, and evaluation instruments to measure the performance of a principal. Appendices contain a glossary; Connecticut Public Act 74-278 (an act concerning teacher evaluation) and guidelines and criteria for implementation; and a narrative on teacher evaluation. (RC)

ED 133 372 TM 005 990

Powell, J. C.

Evidence for a Phase and Stage Developmental Sequence Derived from Response Patterns on Multiple Choice Tests.

Pub Date [Sep 76]

Note—69p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 7, 1976); Best copy available; Some pages will be marginally legible

Available from—J.C. Powell, Faculty of Education, University of Windsor, 600 Third Concession Road, Windsor, Ontario, Canada, N9B-3P4 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Change, Developmental Stages, *Divergent Thinking, *Multiple Choice Tests, *Response Style (Tests), Statistical Analysis, *Testing Problems

Identifiers—Test Theory, *Wrong Answer Analysis

The results of five studies into the characteristics of wrong answers as a class of divergent behavior are presented. The evidence from these studies, when taken in combination, suggests that the tendency of researchers to ignore wrong answers has been a fundamental procedural error of broad scope and serious consequences. Instead of the straight line development commonly found when right answers are considered alone, evidence for a phase and stage sequence was found. These results contradict the use of linear models to describe development. Implications to education, to research procedures, to test theory and analysis, and to learning theory are drawn. (Author)

ED 133 373 TM 005 991

Ireton, Harold And Others

Minnesota Child Development Inventory Identification of Children with Developmental Disorders.

Note—16p.

EDRS Price MF-\$0.83 HC-\$11.67 Plus Postage.

Descriptors—*Child Development, Comparative Analysis, Identification, Mothers, *Preschool Children, Preschool Education, *Preschool Tests, Psychological Testing, *Test Validity

Identifiers—*Minnesota Child Development Inventory

The Minnesota Child Development Inventory (MCDI) measures the development of preschool-age children, using an inventory format to obtain mothers' observations. To demonstrate the validity of MCDI results, the authors compared them to the results of psychological evaluations, including data on intellectual functioning, fine motor

skills, and expressive language development. The study sample consisted of 109 children referred to a university clinic for psychological evaluation. Four MCDI scales (General Development, Fine Motor, Expressive Language, and Comprehension-Conceptual) and the MCDI profile as a whole corresponded well with the conclusions of psychological evaluation. (Author/RC)

ED 133 374 95 TM 005 992

Kniefel, Tanya M.

An Administrator's Guide to Evaluation in Local School Districts. Final Report.

North Carolina State Dept. of Public Instruction, Raleigh.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrator Guides, *Administrator Role, *Evaluation, *Program Evaluation, *School Districts

The first five sections of this document deal with aspects of an evaluation program over which administrators have considerable, if not a primary, influence. These include (1) Climate: developing a climate among staff and constituents that is supportive of evaluation; (2) Focus: providing leadership in focusing the evaluation by assisting in determining what meaning evaluation is to have in the district and the purposes it is to serve, and providing direction and input into the design of evaluations to ensure that they meet the needs of the district; (3) Organization: providing an organization and support for evaluation within the district by establishing an organizational structure for evaluation, establishing policies and procedures for the conduct of evaluation, and providing the needed staff, materials, equipment, facilities, and budget necessary to carry out planned evaluation activities; (4) Communication: providing and maintaining open channels of communication among the administration, school district staff, local board of education, and public for the release of evaluation results and gathering of feedback concerning the results; and (5) Utilization: providing the leadership and mechanisms for the utilization of evaluation results. The sixth section provides a discussion of the role of the evaluator and the relationship of his or her role to that of the administrator. The final section discusses some of the implications for administrators and school districts of evaluations and/or evaluation programs conducted in a district. (Author/RC)

ED 133 375 95 TM 005 993

Freeberg, Norman E. Shimberg, Benjamin

Validation of Assessment Measures for Use With Disadvantaged Enrolees in Work-Training Programs. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-76-20

Bureau No.—V0272VZ

Pub Date May 76

Grant—OEG-0-74-1648

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Attitude Tests, Cognitive Tests, *Disadvantaged Groups, Economic Disadvantage, Educational Disadvantage, Factor Analysis, Job Skills, Minority Groups, *Occupational Guidance, *Predictive Validity, Statistical Analysis, *Tests, Test Validity, Vocational Maturity, *Work Experience Programs, *Young Adults

A battery of tests dealing with attitudinal, reasoning and job-orientation skills were predictively validated against trainee performance criterion information obtained at completion of the Opportunities Industrialization Center (OIC) manpower training program and at approximately six to eight months following training. Validity coefficients based on program-completion criterion dimensions of "Training Program Adjustment," "Monetary Expectations," "Effective Job Planning," "Personal Social Adjustment" and "Vocational Confidence" were found to be most significant for tests of Job Seeking Skills, Job Holding Skills, Job Knowledge; with somewhat lower validities for Practical Reasoning measures and the least (but still significant) validity levels for attitudinal measures of Self-Esteem and Deferred Gratification. Predictive test validities

using post-program criteria that deal with social and vocational adjustments were minimal, largely because of difficulties in collecting a sufficient amount and quality of post-program criterion data. The relatively few significant validity coefficients found were for tests of Job Seeking Skills, Attitude Toward Authority and Practical Reasoning. A number of the measures appear to possess predictive value as guidance tools for use in manpower training programs. (Author)

UD

ED 133 376 UD 016 581

Wilson, Michele S.

Financial Aid for Minorities in Law.

Pub Date 75

Note—32p.; For related documents, see UD 016 582-584

Available from—Garrett Park Press, Garrett Park, Maryland 20766

Document Not Available from EDRS.

Descriptors—Bibliographies, Career Planning, Educational Resources, Fellowships, *Graduate Students, Graduate Study, Grants, *Law Schools, *Minority Groups, *Professional Education, Resource Guides, Scholarship Loans, Scholarships, *Student Financial Aid, Universities

There are several sources which can be used to help finance legal training. Some law schools have money to allocate to their students. When application forms and catalogs are requested, the student should also ask for financial aid information and forms. These may include the Graduate and Professional School Financial Aid Service form which evaluates his financial aid needs. The financial aid office at the university to which application is made is another resource. Application for financial aid should be made directly to the financial aid office. Once accepted at the law school, the student will be considered for funds available through the university at large. The student can obtain aid in the form of National Direct Student Loans and College Work Study through the financial aid office. He can obtain scholarships or grants through the law school. Foundations, professional associations, state agencies and other organizations give financial aid to students. Included is a list of organizations which provide information about careers in law. (Author/JM)

ED 133 377 UD 016 582

Wilson, Michele S.

Financial Aid for Minorities in Business.

Pub Date 75

Note—32p.; For related documents, see UD 016 581-584

Available from—Garrett Park Press, Garrett Park, Maryland 20766

Document Not Available from EDRS.

Descriptors—Bibliographies, *Business Education, Educational Resources, Fellowships, Financial Support, *Graduate Students, Graduate Study, Grants, *Minority Groups, *Professional Education, Resource Guides, Scholarship Loans, Scholarships, *Student Financial Aid, Universities

This guide suggests that minority applicants to programs in management can seek financial aid from several sources: the business school to which application is made, the financial aid office at the university to which application is made, National Direct Student Loans, and College Work-Study programs. Foundations, professional associations, state agencies and other organizations not directly associated with any particular university also grant financial aid to students. The publication includes a list of organizations which provide information about careers in management. (Author/JM)

ED 133 378 UD 016 583

Wilson, Michele S.

Financial Aid for Minority Students in Education.

Pub Date 75

Note—32p.; For related documents, see UD 016 581-584

Available from—Garrett Park Press, Garrett Park, Maryland 20766

Document Not Available from EDRS.

Descriptors—Bibliographies, *College Students, Educational Resources, *Education Majors,

Fellowships, Financial Support, Grants, *Minority Groups, Professional Education, Resource Guides, Scholarship Loans, Scholarships, *Schools of Education, *Student Financial Aid, Universities

This is a guide to several sources of financial aid for minority students who wish to attend graduate school in education. One of these sources is the school to which the student applies. When application forms and catalogs are requested, the student should also ask for financial aid information and forms. These may include the Graduate and Professional School Financial Aid Service form (GAPSFAS) which will evaluate the applicant's financial aid needs. Other sources are National Direct Student Loans, College Work Study programs, scholarships and grants. Foundations, professional associations, state agencies and other organizations not directly associated with a particular institution or graduate school help individual applicants. Also included is a list of organizations which provide information about careers in education. (Author/JM)

ED 133 379 UD 016 584
Wilson, Michele S.

Financial Aid for Minorities in Journalism/Communication.

Pub Date 75

Note—32p.; For related documents, see UD 016 581-583

Available from—Garrett Park Press, Garrett Park, Maryland 20766

Document Not Available from EDRS.

Descriptors—Bibliographies, Career Planning, *College Students, *Communications, Educational Resources, Fellowships, Financial Support, Grants, *Journalism, *Minority Groups, Resource Guides, Scholarship Loans, Scholarships, *Student Financial Aid, Universities

This guide suggests that minority applicants to programs in journalism/communications can most profitably seek aid from several sources: the graduate school of the university to which application is made, National Direct Student Loans, and College Work-Study programs. Foundations, professional associations, state agencies and other organizations not directly associated with any particular university often grant financial aid to students. These organizations try to give aid to students in specific professional fields. This booklet also includes a list of organizations which can provide information about careers in journalism/communications. (Author/JM)

ED 133 380 UD 016 621
Productivity in New York City's Schools. Fiscal Reality and Educational Quality.

New School for Social Research, New York, N. Y. Center for New York City Affairs.

Pub Date Oct 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Role, Educational Accountability, *Educational Change, Educational Needs, Educational Policy, Educational Problems, *Educational Quality, *Financial Problems, Governance, *Productivity, *Public Education, Public Policy, Urban Education

Identifiers—*New York (New York City)

The urban fiscal crisis will virtually ensure major changes in public urban education over the next two decades. While the initial changes may consist mainly of "austerity" measures, more fundamental alterations could give greater long term value to the student and the community. The key to this transformation lies in the concept of productivity. Productivity means better results per dollar spent, an operational guideline that would be an improvement over the recent past. The best hope for productive public education in New York City is for the public to press for such changes as the following. Staff Quality: (Have in each school a principal committed to high standards of staff performance; establish procedures for selection, performance review, and retraining of staff, and, if necessary, dismissal of those who are ineffective); Management and Accountability: (Give principals more authority to run their schools but only within required procedures for participation by students, staff, and parents); A New Delivery System: (Provide more educational options and alternatives to meet the varied needs and learning styles of children, making greater use of out-of-school resources); Priority Budgeting: (Through open hearings provide opportuni-

ties for the public to comment on budget priorities and options). Collective Bargaining: (Prepare for collective bargaining through local discussions with principals, teachers, and parents); Back to Basics: (Insist on achievement in reading, writing, mathematics, and academic subjects by all students). (Author/JM)

ED 133 381 UD 016 622
Falk, William W.

School Desegregation and the Status Attainment Process: Some Results from Rural Schools.

Spons Agency—Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Report No.—USDA(CSRs)-S-81

Pub Date Aug 76

Note—42p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Aspiration, *Changing Attitudes, Educational Attitudes, High School Graduates, High School Students, Income, *Integration Effects, *Longitudinal Studies, *Negro Students, *Rural Schools, Social Mobility, Social Status, Statistical Analysis, Status Need

The primary goal of this study was to determine if attending desegregated schools has a measurable impact on mobility attitudes and status attainments. This study restricted itself to rural black respondents who had attended segregated-only or segregated and desegregated schools. Two lines of analysis were followed. The first dealt exclusively with a comparison of the levels of mobility aspirations, perceived blockages and assuredness, and actual educational attainment. The second type of analysis assessed the processual differences between segregated and desegregated students. In this case, three models were tested for both groups to see if the theorized causal linkages varied between groups. The findings of critical importance seem to be centered around the educational variables. First, when educational attitudes were regressed on each other, the coefficient between the 1968 and 1972 Levels of Educational Aspiration was much larger for the desegregated group. This suggested that the desegregated group had much greater stability in maintaining its educational attitudes. Second, the larger difference in the relationships between the 1968 level of Educational Aspiration and Educational Attainment suggests that a much greater correspondence between educational plans and educational behavior exists for the desegregated group. These findings suggest that youth who attend desegregated schools differ somehow in the process of attitude formation and maintenance, and status attainment. (Author/JM)

ED 133 382 UD 016 623
Higgins, Paul And Others

Student Advisory Committees in Minneapolis Public Secondary Schools Participating in the 1974-75 Emergency School Aid Act Project. Report No. C-74-71.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date May 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Federal Aid, Federal Programs, Junior High Schools, Legal Responsibility, *Program Evaluation, Public Schools, *School Administration, School Policy, School Systems, *Secondary Schools, Senior High Schools, *Student Participation, Student Role, Urban Schools

Identifiers—*Emergency School Assistance Act, *Minnesota (Minneapolis)

During the 1974-75 school year, 11 Minneapolis public secondary schools formed Student Advisory Committees (SAC's) as one of the conditions of their receiving Federal desegregation funds under the provisions of the Emergency School Aid Act (ESAA). No ESAA funds were allotted for operation of the SAC's, however. The 11 schools with SAC's included eight junior highs and three senior highs. According to Federal ESAA regulations, the SAC in each school was supposed to constitute a "true cross section" of the student body. The SAC was to serve as the students' voice in the improvement of school programs; including, for example, the reading and Counselor Aide programs funded under ESAA in Minneapolis. At the request of the Minneapolis ESAA Project Administrator, staff from the Min-

neapolis Schools' Research and Evaluation Department studied SAC membership and operation. This study answered two questions: (1) Did the SAC's follow Federal ESAA regulations during 1974-75? It was concluded that given the ambiguity of ESAA regulations and avoiding their literal interpretation, most of the schools made a good faith attempt to elect SAC's fairly representing their racial groups. However, 5 of the 11 SAC's were not elected by students. (2) How did the SAC's operate during 1974-75? It was found that each of the SAC's met once a month or more, on the average. The SAC's sponsored a variety of educational, social, and other activities. (Author/JM)

ED 133 383 UD 016 624
Some Hints to Work With Vietnamese Students.

Arizona State Dept. of Education, Phoenix.

Pub Date [76]

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acculturation, Asian Americans, Bibliographies, *Cultural Background, Cultural Education, Cultural Traits, *Educational Needs, Educational Resources, Immigrants, *Indochinese, Language Handicaps, *Refugees, *Resource Guides, Student Adjustment, Student Characteristics

This aid for teachers of Vietnamese children is an attempt to identify the educational needs and describe the background of Vietnamese students. Many of the educational needs of these students are a result of the differences between U.S. culture and Vietnamese culture which is more than a thousand years old. Because of the large number of student needs, this brief aid addresses only a few general areas of need such as language learning, grade placement, social relationships, and school background. Statements about Vietnamese culture are included to help the teacher select an appropriate approach for Vietnamese students who are refugees from a traditional society which underwent evolutionary change due to contact with the West. The degree of the students' cultural differences is dependent upon their background, for example, whether they had been living in the city or in the countryside, whether they had been intellectuals or illiterates. In working with the students, the teacher is encouraged to adopt the appropriate approach for each case. A bibliography is provided to indicate sources of further information. Also included is a list of some institutional sources for further information. (Author/JM)

ED 133 384 UD 016 625
Suzuki, Peter T.

Minority Group Aged in America: A Comprehensive Bibliography of Recent Publications on Blacks, Mexican-Americans, Native Americans, Chinese, and Japanese.

Council of Planning Librarians, Monticello, Ill.

Report No.—CPL-EB-816

Pub Date Jun 75

Note—27p.

Available from—Council of Planning Librarians, Post Office Box 229, Monticello, Illinois 61856 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—American Indians, Asian Americans, *Bibliographies, Chinese Americans, Cross Cultural Studies, *Gerontology, Japanese Americans, Mexican Americans, *Minority Groups, Negroes, *Older Adults, Personal Care Homes, *Research Needs, Research Reviews (Publications), Social Problems

This bibliography begins with a critique of the state of research in Black, Mexican American, Native American, and Chinese and Japanese-American gerontology. For Blacks, research is needed to answer the following questions: (1) What are the problems of Black aged being helped by white personnel in institutional settings? (2) What African cultural patterns, attitudes, values and traditions may persist in such areas as Black attitudes toward the aged and aging and the role and place of the aged in the Black community? (3) What has been the impact of Black activist movements on the perceptions and actions of the aged, and on the attitudes of young Blacks toward the aged? Several areas of investigation concerning the Mexican-American aged need research: (1) The role of the Mexican American extended family and their form of folk Catholicism; (2) The goodness of the "barrio" as a social environment for the aged; and (3) Means

of establishing Mexican American cooperatives and/or agencies to help the aged. Native Americans would be helped by gerontological research as it has been traditionally done more than by social gerontological research. Research is also needed on rehabilitation methods for the aged alcoholic, and on culture-specific patterns of aging, attitudes towards aging and the aged, and the social positions of the aged. Basic research on both the Chinese and Japanese aged is needed. (Author/JM)

ED 133 385 UD 016 627

Bell, Duran Zellman, Gail
Issues in Services Delivery to Ethnic Elderly.
Rand Corp., Santa Monica, Calif.
Report No.—RC-P-5613
Pub Date 29 Mar 76

Note—18p.; Paper presented at the Annual Meeting of the Western Gerontological Association (San Diego, California, March 29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, Asian Americans, Chinese Americans, *Delivery Systems, *Ethnic Groups, Filipino Americans, Human Services, Japanese Americans, *Literature Reviews, Mexican Americans, Minority Groups, Negroes, *Older Adults, Samoan Americans, *Social Services

This paper examines problems of services delivery to elderly members of ethnic groups. This is done to suggest that failures of public policy often are aggravated by political, cultural and historical experiences which some ethnic groups bring to the American scene. It reviews the literature relevant to services delivery to elderly Chinese, Japanese, Filipinos, Samoans, American Indians, Mexican Americans and black Americans. These groups were chosen for study because it was believed that each of them would manifest particular economic and demographic characteristics which affect the level of social services needs, or that they have cultural and historical characteristics which affect their readiness to seek access to social services, or that they may suffer in some special manner from inadequacies in the design of the services delivery system. Several factors affect the use of services by elderly persons from minority groups: differences in socioeconomic status, cultural factors, differences in eligibility for services, communication and language barriers, and differences in physical and financial access. Each of these factors is briefly discussed and each discussion is concluded with some recommendations for improvement in the social services delivery system. (Author/JM)

ED 133 386 UD 016 628

Ashline, Nelson F., Ed. And Others
Education, Inequality, and National Policy.
Spans Agency—George Gund Foundation, Cleveland, Ohio.

Pub Date 76
Note—199p.
Available from—D. C. Heath & Company, 125 Spring Street, Lexington, Massachusetts 02173 (\$14.00)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, Economically Disadvantaged, *Economic Opportunities, Educational Benefits, Educational Needs, Educational Opportunities, *Educational Policy, Educational Problems, *Equal Education, Integration Effects, *Intelligence Differences, Public Education, *Public Policy, Social Mobility, Social Opportunities

This book, based on an invitational conference held in Newport, Rhode Island, in June 1975, includes an edited record of that conference as well as additional papers which were developed by participants as a result of their conference experience. Twelve papers are included: "Public Education as the Great Equalizer", Fred M. Hechinger; "Types of Equality: Sorting, Rewarding, Performing", S. M. Miller; "The Equality-Meritocracy Dilemma in Education", Torsten Husen; "The Role of Education in the Escape from Poverty", Herbert J. Gans; "Education, Life Chances, and the Courts: The Role of Social Science Evidence", Henry M. Levin; "Education of the Disadvantaged: A Problem of Human Diversity", Edmund W. Gordon; "Equality and Diversity in Education", Arthur R. Jensen; "IQ Differences and Social Policy", Carl Bereiter; "IQ Tests and the Handicapper General", Thomas R. Pezzullo; "Problems Without Solutions: Solutions Without Problems", Lester C. Thurrow; "Equal

Opportunity—Some Promise and a Lack of Vision", Marshall S. Smith; and, "White Flight Research: Its Importance, Perplexities, and Policy Implications", Gary Orfield. (Author/JM)

ED 133 387 UD 016 629

Intensive Reading Instructional Teams.
Schenectady City School District, N.Y.
Pub Date [Jun 75]

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Gains, *Elementary Education, Grade 3, Grade 4, Learning Laboratories, Parent Participation, Parochial Schools, *Program Descriptions, *Program Evaluation, Public Schools, Reading Achievement, *Reading Programs, Remedial Reading, *Team Teaching

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *New York (Schenectady)

The Schenectady Intensive Reading Instructional Teams (I. R. I. T.) Program, funded under the Elementary Secondary Education Act Title III, is designed to provide intensive reading instruction to 135 students from eight elementary schools in the district. The students, mostly third and some fourth graders, are nominated by their classroom teachers and come to I. R. I. T. in need of special reading help. The school year is divided into three ten-week cycles with each cycle serving 45 children. The team comprises three reading teachers, a director, and a secretary. Each teacher is responsible for instructing one of the three I. R. I. T. reading areas: decoding, vocabulary and comprehension, and individualized reading. Mornings in the I. R. I. T. Program are spent on instruction. The 45 students are divided into three heterogeneous groups of 15. Each teacher spends a period of one hour with each of the three groups. The groups rotate to a new teacher for each period so that each student gets three periods of reading instruction, one period of instruction for each of the three I. R. I. T. reading areas. Afternoons are used by the team teachers for preparation, coordination, and professional development, while the students return to regular classrooms in their home schools. The understanding and approval of parents are important to the success of I. R. I. T. (Author/JM)

ED 133 388 UD 016 634

Roberts, Brian, Ed.

They Cast a Long Shadow, A History of the Nonwhite Races on Bainbridge Island.
Bainbridge Island School District 303, Wash.

Pub Date 75

Note—122p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—American Indians, Asian Americans, Chinese Americans, *Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Filipino Americans, Hawaiians, Immigrants, Indochinese, Intergroup Relations, Japanese Americans, *Minority Groups, Racial Discrimination, Social Discrimination, *United States History

Identifiers—*Washington (Bainbridge Island)

Written as a curriculum aid for students in the Bainbridge Island, Washington school district, this collection of stories about the Japanese, the Chinese, the Hawaiians, the Filipinos, the Vietnamese, and the American and Canadian Indians is an attempt to explain "what life is like for people who look different". The stories all relate the history of each of these ethnic groups on Bainbridge Island, an agricultural community, from the time of their arrival through the present. Accounts of individual's experiences from each group and black and white photographs are used to illustrate the stories. (PR)

ED 133 389 UD 016 637

Chin, Laura, Ed.

The Six-District Plan. Integration of the Springfield, Mass., Elementary Schools. A Report of the Massachusetts Advisory Committee to the United States Commission on Civil Rights.

Massachusetts State Advisory Committee to U.S. Commission on Civil Rights, Boston.

Pub Date Mar 76

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bus Transportation, Citizen Role, Community Role, *Elementary Education, *Integration Methods, *Integration Plans, Negro

Education, Race Relations, Racial Integration, *School Integration, *Success Factors
Identifiers—*Massachusetts (Springfield), *Six District Plan

This report reviews the first year of integration, under the implementation of the Six-District Plan, of the elementary schools in Springfield, Massachusetts. Through this plan the school department changed the racial composition in five previously imbalanced elementary schools and integrated the elementary school system. Redistricting, the reassignment of students, and the transportation of students were major tools in this plan. A profile of both the community and the school system is provided in the report, and the historical events that led up to school integration are reviewed. In the description of the plan, special attention is given to the problem of students from Spanish-speaking backgrounds. The city of Springfield was able to integrate its elementary schools with a minimum of trouble. Some of the factors responsible for this are: The school department worked over several years to develop and implement the plan. Both the mayor and the school superintendent lent their leadership and support. In addition, Springfield's prior experience in integrating the junior and senior high schools probably facilitated integration of the elementary schools. The plan is still opposed by many residents who believe that mandatory busing is not the appropriate path to integration. Of much greater seriousness is the unsolved problem of the Puerto Rican students. (Author/AM)

ED 133 390 UD 016 638

Lindstrom, Duane

A Decade of Waiting in Cairo. A Report of the Illinois Advisory Committee to the United States Commission on Civil Rights...

Illinois State Advisory Committee to the U.S. Commission on Civil Rights, Springfield.

Pub Date Jun 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agency Role, Educational Discrimination, Employment Opportunities, Employment Practices, *Equal Education, *Equal Opportunities (Jobs), Government Role, *Housing Discrimination, Minority Groups, Negro Education, Negro Employment, *Negroes, Negro Housing, Negro Role, *Race Relations, *Racial Discrimination, Racism
Identifiers—*Illinois (Cairo)

This is a report prepared by the Illinois Advisory Committee to the United States Commission on Civil Rights. It deals with how local, state and federal officials, as well as private individuals and groups, have dealt with Cairo, Illinois' racial and economic problems. The areas addressed are employment, housing, health, and law enforcement. It has been found that the impact of civil rights legislation has still not reached Cairo after nearly a decade. The U.S. Equal Employment Opportunity Commission has not yet processed its discrimination charges. The State Fair Employment Practices Commission admits it has done "nothing" to end discrimination in Cairo because it does not have the money or legislative authority to take effective action. The City Council lets its attitude towards Blacks stand in the way of selling vacant property to a corporation willing and able to build desperately needed low-income housing for the city's poor. A segregated all-white school continues to operate with the support of federally sponsored tax exempt status while the public school system nears financial ruin. In spite of these failures, Blacks have accomplished a great deal during the past decade. For instance, the biracial board of directors and black administrative staff of a housing corporation have successfully overcome the roadblocks of the City Council and have provided low-income housing for poor whites and blacks. (Author/AM)

ED 133 391 UD 016 639

Routh, Frederick B., Waldo, Everett A.

Making Public Employment a Model of Equal Opportunity. A Report of the Proceedings of Regional Civil Rights Conference sponsored by the U.S. Commission on Civil Rights (2nd, Boston, Massachusetts, September 22 - 24, 1974).

Commission on Civil Rights, Washington, D.C.

Pub Date Sep 74

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Agency Role, Civil Rights, *Conference Reports, *Employment Opportunities,

Employment Practices, *Employment Problems, Employment Trends, *Equal Opportunities (Jobs), Human Relations, Human Services, *Interagency Cooperation, Social Agencies

Separate papers address the following topics in the proceedings of this Regional Civil Rights Conference: impacting equal opportunity in public employment; strengthening state and local agencies, and improving relationships among those agencies and between them, the U. S. Commission on Civil Rights, and other federal agencies; strengthening the local human rights agency, and the growth of civil rights agencies. The proceedings contain brief summaries of workshops and several state caucus reports (Vermont, New Hampshire, Maine, Massachusetts, Rhode Island, Connecticut). (JM)

ED 133 392 UD 016 641

Evaluation of Project Components. McKinley Education Complex.

Hawaii Univ., Honolulu. Social Welfare Development and Research Center.

Report No.—SWDR-C-R-106

Pub Date Aug 72

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, Changing Attitudes, *Compensatory Education Programs, *Educational Objectives, Elementary Secondary Education, Federal Programs, Program Content, Program Coordination, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Public Schools, Student Attitudes
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Hawaii

This is a document reporting on the McKinley Education Complex 89-10, a Title I Project conducted in Hawaii in seven public elementary schools, two intermediate public schools, one public high school, and three parochial schools. The three major project components are the modified curricula, the educational assessment and the prescriptive teaching program (kindergarten through grade 12), and the enrichment student activity program. Among the project goals are the following: to increase achievement levels and academic test scores on national standardized tests, to increase school attendance and to minimize school absences and school dropouts, and to change, in a positive direction, student attitudes and behaviors toward self, peers, school, and living environment. The results indicate moderate overall gains in reading, spelling and math. (Author/AM)

ED 133 393 UD 016 643

1973-74 Evaluation of Project Components. Hawaii District Office.

Hawaii Univ., Honolulu. Social Welfare Development and Research Center.

Report No.—SWDR-C-R-134

Pub Date Jul 74

Note—191p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Academic Achievement, Behavioral Objectives, *Compensatory Education Programs, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Federal Programs, Measurement Goals, Measurement Instruments, Measurement Techniques, Program Content, Program Coordination, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Public Schools

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Hawaii

This report describes the project components of this Elementary and Secondary Education Act (ESEA) Title I program in Hawaii in 1974. It identifies the extent of education achievement and specifies those influences which encourage positive learning behavior in children. The components of the project are: the reading resource rooms; the remedial support services, operation tutor, preschools, the measurement of academic gain, and the Peabody Individual Achievement Test. Data is available on subjects' pre and post-test results of the Peabody Individual Achievement Test, rank order of gains by schools and by grade levels, pupil attendance records etc.

ED 133 394 UD 016 645

1974-75 Evaluation of Project Components. Elementary and Secondary Education Act Title I—Hawaii District. Report No. 146.

Hawaii Univ., Honolulu. Social Welfare Development and Research Center.

Report No.—SWDR-C-R-146

Pub Date Jul 75

Note—122p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Gains, *Compensatory Education Programs, Elementary Secondary Education, Federal Programs, Parent Associations, *Program Descriptions, Program Effectiveness, *Program Evaluation, Reading Centers, Reading Clinics, Student Improvement

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Hawaii

Project components of the Elementary Secondary Education Act (ESEA) Title I in Hawaii are evaluated in this paper. The project components are the following: Reading resource rooms, tutorial projects, Hiloe reading clinic (preschools), and Alae Operation Live-In. The Peabody Individual Achievement Test is administered to each Title I pupil as a pre and post test measure of their achievement. The test of Expressive Language is administered to the pupils involved in the preschool projects. Among the findings are the following: The "umbrella" project concept implemented for the reading projects enables the Hawaii District Office to more efficiently coordinate activities in a variety of areas. Perhaps one of the most efficient and highly organized programs, the District Parent Advisory Council (D-PAC), became involved in a number of activities including the surveying of all Title I parents within Hawaii County for program evaluation purposes. All of the projects show substantial academic gains among the enrolled pupils. The gains are significant and emphasize the point that all children, including identified low achievers, can learn to read when given adequate and appropriate instruction. Caution should be exercised, however, in interpreting the specific results of individual pupils and/or averages of the respective schools. (Author/AM)

ED 133 395 UD 016 648

Read, Merrill S. Felson, David
Malnutrition, Learning, and Behavior.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Research for Mothers and Children.

Report No.—DHEW-NIH-76-1036

Pub Date Apr 76

Note—38p.

Available from—NICHHD Office of Research Reporting, NIH, Bethesda, Maryland 20014 (Gratis)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Anemia, *Behavior Patterns, Child Care, Child Development, Child Rearing, Child Welfare, Eating Habits, Food, Health, Health Conditions, Health Facilities, Health Needs, *Hunger, *Learning Difficulties, Learning Motivation, *Learning Processes, *Nutrition, Perinatal Influences, Physical Health, Prenatal Influences, Special Health Problems

The problems of those children who are chronically malnourished, the cultural environment of malnutrition, and the extent to which children are temporarily or permanently handicapped in learning because of malnutrition are discussed in this booklet. It also describes hunger and its effects on child development. The topics addressed are: definition of malnutrition, the prevalence of malnutrition, the brain, severe malnutrition and learning, chronic malnutrition and learning, deficiency and learning, hunger and learning, the cycle of malnutrition, and rehabilitation. It is concluded that prolonged severe malnutrition during gestation or early infancy when the brain is rapidly growing can lead to permanent behavioral handicaps. Such severe malnutrition is quite infrequent in the United States. The effects of moderate or chronic malnutrition are not as clearly understood. Adverse behavioral consequences of chronic undernutrition seem to lie in the areas of attentiveness, curiosity, activity, and social responsiveness rather than in learning itself. The consequences of iron deficiency are likely to be in these same areas. The incidence of hunger among children is nearly impossible to measure. Although it does not permanently affect the brain, hunger probably adversely affects learning. Corrective policies must include insuring preventive health care beginning with the pregnant mother and extending through childhood. (Author/AM)

ED 133 396

UD 016 651

Spilerman, Seymour

Raising Academic Motivation in Lower Class Adolescents: A Convergence of Two Research Traditions. Discussion Papers 75-70.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-75-70

Pub Date Aug 70

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Adolescents, Educational Research, Low Achievers, *Lower Class Students, *Motivation, Negroes, *Peer Groups, Peer Relationship, Research Needs, *Rewards, Social Reinforcement, *Social Science Research

Two research traditions in the study of learning and motivation are integrated for the study of adolescent behavior. One is concerned primarily with the normal functioning of adolescent society, the other with the design of reward structures to foster academic achievement. The literature covering the use of material incentives for motivating children and the importance of peer group organization in adolescent culture is surveyed. It is argued that these two considerations are especially relevant to lower-class adolescents, and the likely impact of a reward structure based upon an amalgam of these themes is explored. Specifically, it is suggested here that combining material inducements for achievement with a reward structure organized around peer groups can provide an effective strategy for motivating lower-class adolescents toward academic goals. (Author/AM)

ED 133 397

UD 016 652

Fenton, Calvin W.

Youth Monitoring and Self-Evaluation Services. Final Report.

University Research Corp., Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Nov 70

Contract—OEO-B-99-4998

Note—152p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Evaluation Methods, Leadership, *Participant Involvement, Program Content, Program Coordination, *Program Descriptions, Program Design, Program Development, *Program Evaluation, *Self Evaluation, Social Action, Social Change, Youth Problems, *Youth Programs

Youth monitoring and self evaluation services were developed for fourteen youth programs in the Eastern Region, the mid-Western Region and the Western Region of the United States. The concept of youth involvement is central to these fourteen projects. Youth involvement is defined as "initial participation by project beneficiaries in the determination of the nature of their program and continuing participation in on-going managerial and policy-making activities." Its purpose is to enable project participants to find their place in community affairs through democratic experience and collective social action. A problem facing some of the projects is the lack of a clearcut relationship between the youth board and the adult boards. For this reason it is recommended that programs of youth involvement be continued, but that a new structure be developed to emphasize cooperation between youth and adult boards. Evaluation for each of the youth projects was provided by a third party. This report includes a detailed discussion of the evaluation process and emphasizes the use of evaluation as a tool for program improvement rather than as a measure of success or failure. Youth participating in all the programs included members of many ethnic groups and members of both sexes. Most participants were from poverty groups. (PR)

ED 133 398

UD 016 653

Multi-City Community College Educational Demonstration Project (New York City) Conducted at the State University of New York Urban Center in Brooklyn... March 1968 to August 31, 1969. Final Report.

State Univ. of New York, Brooklyn. Urban Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Bureau No—CG8119A/5

Pub Date 31 Aug 69

Note—226p.; Best copy available

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Community Agencies (Public), *Educational Programs, Family (Sociological Unit), Family Environment, Family Influence, Family Involvement, Family Programs, *Family Projects, Family Relationship, *Family Role, Goal Orientation, Motivation, Program Content, *Program Descriptions, Program Design, Social Agencies

Identifiers—*Project Head Start

This document reports on the Family Education Project, an educational program operated at the State University of New York's Urban Center in Brooklyn, New York. A total of 43 families made up of 67 adults and 181 children were secured from the Bedford Stuyvesant Youth-In-Action Head Start Program to participate in the project. These families were selected on the basis of their motivation to participate in the project and because there was some indication that they would remain in the educational program for the entire year. The program included self-development courses and bi-weekly seminars for the adults, activities involving all members of the family, and special activities for the various age groups within the family. The main hypothesis of this study is that if Head Start children, siblings and their parents are involved in a program as a family, various benefits will be shared by all family members. The most important of these is improvement in the parent-child relationship in which the parent, who is himself actively engaged in course work, assists the child as an active learner. Some of the findings include the following: Head Start children whose parents are in the project made measurable progress during the time that their family was in the project. These children progressed at a faster rate as compared with the national norms in evaluating Head Start progress. (Author/AM)

ED 133 399 UD 016 656
Can We Afford Deficient Evaluations? Interim Report.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Pub Date 23 Jan 76

Note—37p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Evaluation Needs, Federal Government, Government Role, Interagency Coordination, *Longitudinal Studies, Program Costs, *Program Evaluation, Public Policy, *Research Design

Identifiers—Education Amendments 1974, *Elementary Secondary Education Act Title I, ESEA Title I, *National Institute of Education, NIE, OE, *Office of Education

This report begins by considering the design of compensatory education evaluations. A professional evaluation of Elementary Secondary Education Act Title I must make a precise accounting of the relations among expenditures, implementation, outcome and impact; measure effectiveness over a long enough term to determine if the benefit and gain last; and explore alternatives to the assumptions on which the programs are based. The problems created by having to develop major evaluation studies quickly are examined. Conclusions about the way in which the National Institute of Education (NIE) handled these problems are reached: (1) The lack of time prevented NIE from securing the cooperation of a representative sample of school districts. (2) School districts should have been selected from demonstrations so that they would be representative of the nation. (3) All major contracts for program evaluation should have been competitively awarded. The report analyzes the original plan for the longitudinal evaluation of compensatory education by the Office of Education (OE). The scope of that study was being reduced to a half of its original scope when this report was being prepared. Although both the NIE and OE evaluations are supposed to assess the efficacy of compensatory education, neither study will do this. Problems in the coordination of the two studies are also discussed. (Author/JM)

ED 133 400 UD 016 657
Tompkins, Rachel B. And Others
Community Preparation for Desegregation. Cleveland, November, 1974 - September, 1976.
Citizens' Council for Ohio Schools, Cleveland.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—440-76-1066

Note—103p.; Parts of the appendices may not reproduce due to the print size and quality of the original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Agency Role, Community Agencies (Public), *Community Attitudes, Community Education, Community Involvement, Community Leaders, Community Organizations, Community Planning, Community Problems, Community Programs, *Integration Plans, *Integration Readiness, *School Community Relationship, *School Integration, Urban Schools

Identifiers—*Ohio (Cleveland)

This paper describes what has happened in Cleveland, Ohio, over the past 18 months as various community leaders and organizations have focused on a possible court order to desegregate the city schools. It focuses on the actions and reactions of various groups and the specific activities undertaken to prepare the community. The paper notes several themes involving the community preparation process that may be generalizable to other communities. They are: (1) The established community leadership—political, business, civic—becomes involved in community preparation reluctantly, if at all. (2) Religious leadership can initiate activities and encourage others to join but probably cannot be the central organizer of the total preparation process. (3) Labor leadership nationally provides very positive support for community preparation. Local labor leaders may vary from enthusiastic to reluctant followers of national policy. (4) School officials will tend to respond to community-initiated efforts at preparation coolly. (5) A reliable source of unbiased information on the law, desegregation plans and events in other cities is a critical element in the pre-liability phase. Seven other themes are discerned and discussed. (Author/JM)

ED 133 401 UD 016 658
Title I Evaluation Report, 1975, Elementary and Secondary Education Act, Title I.

Racine Unified School District 1, Wis.

Pub Date Mar 76

Note—182p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Annual Reports, *Compensatory Education Programs, Disadvantaged Youth, *Early Childhood Education, Educational Diagnosis, Educationally Disadvantaged, Elementary Schools, Elementary Secondary Education, Intervention, Kindergarten, *Preschool Programs, *Program Evaluation, *Reading Programs, Secondary School Students, Spanish Speaking

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Wisconsin (Racine)

The contents of this 1974-1975 Elementary Secondary Education Act Title I Evaluation Report are organized into five sections. Section one is based on data obtained from four-year-old children who participated in the Hilltop Home Intervention Program during the 1974-1975 school year. Secondary school students serviced by the Taylor Children's Home, a program examined in section two, are identified by their inability to function in a regular public school setting. Title I supports one classroom teacher at the Home. The global objective of the Kindergarten Follow Up program was to service "educationally disadvantaged children" so that they would show normal developmental growth in cognitive and psychomotor skills needed for success in kindergarten. The purpose of the Title I Linguistic Program at Jones School was to raise the reading achievement levels of Latino background children in grades one to four who are below the District's thirtieth percentile on the Metropolitan Achievement Test and/or are recommended for the program by classroom teachers. The Diagnostic-Prescriptive Reading Program operated in nine elementary schools, including six public and three nonpublic schools. It serviced approximately 600 children in grades one through six. (Author/JM)

ED 133 402 UD 016 659
Mercer, Jane R.
Adolescent Prejudice: A Commentary.

Pub Date 16 Jan 76

Note—43p.; Paper Prepared for the National Invitational Conference on Adolescent Prejudice and its Implications in the Schools (Berkeley, Calif., January 15-16, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Adolescents, Anti-Semitism, *Discriminatory Attitudes (Social), Elementary Schools, Ethnic Status, Ethnic Stereotypes, High School Students, Integration Effects, *Intergroup Relations, Racial Discrimination, Religious Discrimination, Research Problems, *School Integration, *Student Attitudes

"Adolescent Prejudice" by Glock, Wuthnow, Piliavin, and Spencer was the central focus for the conference at which this paper was presented. The first objective of this paper was to discuss the implications of that research paper for the social systems characteristics of schools. It was observed that to a considerable extent adolescents form ethnic stereotypes in response to certain educational processes to which they are subjected. These processes operate so as to allocate better or worse educational outcomes to different students on the basis of their ethnicity. The second objective of this paper was to focus specifically upon the ways in which these educational processes might be changed in desegregated schools to reduce ethnic prejudice. These processes are of two types. The first type, Status Ranking processes, tend both to separate the students into distinct groups according to ethnicity and to produce better academic outcomes for one group—the Anglo-Americans—at the expense of the others—e.g. Blacks, Mexican-Americans, etc. The second type of processes, Status Equalization processes, tend to integrate the students into a single group, regardless of ethnicity and to produce good educational outcomes for all students. (JM)

ED 133 403 UD 016 660
1976 Annual Report to the President and the Congress.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Pub Date [76]

Note—128p.; Appendix D may reproduce poorly due to print quality of original

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrative Problems, *Annual Reports, Compensatory Education, Compensatory Education Programs, Cost Effectiveness, Delivery Systems, *Early Childhood Education, Educational Needs, Educational Research, *Parent Participation, Preschool Programs, *Program Administration, *Program Evaluation, Research Design, Special Education

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The 1976 Annual Report to the President and the Congress of the National Advisory Council on the Education of Disadvantaged Children (NACEDC) focused its attention on early childhood education, studying alternatives in terms of cost effectiveness, program effectiveness, consolidation and a delivery mechanism designed to meet the needs of the beneficiaries. The Council reviewed plans for studies on compensatory education conducted by the National Institute of Education. Among the recommendations of the NACEDC are that: programs serving the educational needs of children be designed to minimize the need for Federal regulations; a single standard of poverty be established for all Federal programs; in-kind benefits received by those families in poverty be counted as income for the purposes of eligibility for poverty-based Federal programs; and, that longitudinal studies of Elementary Secondary Education Act Title I and other Federal education programs be considered routine and essential. NACEDC is convinced that Title I has been a vital force in increasing sensitivity to the individual needs of students. (Author/JM)

ED 133 404 UD 016 661
Mercer, Jane R.

Cultural Diversity, Mental Retardation, and Assessment: The Case for Nonlabeling.

Pub Date [27 Aug 76]

Note—17p.; Paper presented at the Fourth International Congress of the International Association for the Scientific Study of Mental Deficiency. (Washington, D.C., August 22-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Ability, Caucasian Students, *Cultural Pluralism, *Educational Diagnosis, Elementary School Students, Measurement Techniques, Medical Evaluation, *Mental Retardation, Mexican Americans, *Minority

Group Children, Negro Students, Preschool Children, Social Development, Teenagers, *Test Construction
Identifiers—California

The System of Multicultural Pluralistic Assessment (SOMPA) is designed for use in a culturally diverse society. The system was developed on 700 English-speaking caucasian children (hereafter called Anglos) from the anglo core culture, 700 black children, and 700 Latino Children (90 percent were of Mexican-American heritage) five through eleven years of age. The SOMPA is a system of assessment which triangulates the evaluation process. It looks at the child through a Medical Model and screens for possible anomalies indicated by the Health History, performance on the physical Dexterity Battery, or tests of Vision or Hearing. Using a Social System Model. It looks at the child's performances in family roles, nonacademic school roles, peer group roles, community roles, earner/consumer roles, self-maintenance roles, and academic school roles. Using a Pluralistic Model, it evaluates the child's performance relative to others from the same sociocultural background and makes inferences about the child's Estimated Learning Potential. Through this process, it is hoped that the non-anglo child whose potential may be masked by the distance between the child's location in sociocultural space and the culture of the school will be identified. (Author/JM)

ED 133 405 95 UD 016 662

Maldonado, Stephen

Programmatic Recommendations and Considerations in Assisting School Districts to Serve Vietnamese Children.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—300-75-0324

Note—17p.; IDRA Seminar Digest

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Asian Americans, Bilingual Education, Culture Conflict, *Educational Needs, *Educational Problems, Educational Programs, *Elementary School Students, Elementary Secondary Education, English (Second Language), *Indochinese, Language Handicaps, Program Development, Refugees, School Districts, *Secondary School Students
Identifiers—Texas

The seminar reported here focused on identifying the needs and problems of Vietnamese children and adults. These included bilingual education, culture clash, second language programs, and educational differences between Vietnam and the U.S. It was observed that teachers must be prepared to respond to their Vietnamese students according to their geographic origins, the needs and desires of students' families, and the availability of curricular and human resources. Many Vietnamese parents believe that culturally pluralistic bilingual bicultural programs are needed to meet the needs of their children. Vietnamese parent-child relationships are quite different from American relationships. Contact with American culture is seen by many Vietnamese as threatening traditional family relationships. Furthermore, some Vietnamese parents fear that a continuous emphasis on English in the education of their children will make communication with them increasingly difficult. Language learning, skill learning, and job placement are important to the Vietnamese. Developers of language programs for Vietnamese should group students according to age, profession and marital status and should use Vietnamese people as instructors or as aides for non-Vietnamese teachers. Teachers must know the difference between the ways the English and Vietnamese languages function as tools for communication. (Author/JM)

ED 133 406 UD 016 663

Wolf, Judith G.

The Impact of Higher Education Opportunity Programs. Post College Experience of Disadvantaged Students: A Follow-Up of HEOP Graduates and Dropouts. Final Report.

JnD Research, Williamsville, N.Y.

Spons Agency—New York State Education Dept., Albany. Office of Higher Educational Opportunity Programs.

Pub Date 76

Note—158p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Changing Attitudes, College Graduates, *Compensatory Education Programs, Dropouts, Economic Opportunities, *Educational Benefits, Educational Opportunities, Employment Patterns, *Followup Studies, *Higher Education, *Post Secondary Education, Program Effectiveness, Program Evaluation, Student Attitudes, Surveys

Identifiers—*Higher Education Opportunity Program, *New York

This is a report of a pilot study performed by the Higher Education Opportunity Program (HEOP) of the New York State Education Department. The study investigated the post college experiences of HEOP graduates and dropouts at three institutions in Western New York: Canisius College, Buffalo; Rosary Hill College, Snyder; and Niagara University. The study was conducted to: (1) document career related post college experiences of HEOP graduates and dropouts; (2) document perceptions of the college experience and its effect on career related post college experience; and (3) investigate methodologies for conducting follow-up studies. Two primary methods of data collection were employed: mail surveys and telephone interviews. It was found that the mail survey is a particularly ineffective method of obtaining information from samples of graduates or dropouts, whereas the telephone interview seems to be especially effective. The results which describe the post college experiences of the graduate sample indicate that the majority are white collar workers employed in relatively high positions. Forty percent of the graduates have continued their education. It appears that the majority of dropouts from HEOP leave college before the end of their second year; therefore, there is a need for a strong supportive service program early in the college experience. It appears that the employment, career status and income of only some of the HEOP dropouts were influenced by their exposure to college. (Author/JM)

ED 133 407 UD 016 664

1975 Annual Report to the President and the Congress. [National Advisory Council on the Education of Disadvantaged Children].

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Pub Date [75]

Note—160p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bilingual Education, *Compensatory Education Programs, Delinquents, Early Childhood, Educational Finance, Elementary Secondary Education, *Federal Programs, Handicapped Children, Mathematics, Migrant Education, Private Schools, *Program Effectiveness, *Program Evaluation, Reading Programs, Staff Utilization, *State of the Art Reviews, Success Factors, Urban Education, Vocational Development

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The report makes recommendations in the following areas: school finance, urban education, handicapped education, nonpublic schools, parents' rights, staff development, early childhood, career education, bilingual education, migrant education, and education for the neglected and delinquent. The document contains a review of pertinent legislation and brief summaries of exemplary Title I programs in urban and rural school districts. It includes various ethnic groups, cites the kinds of problems students are encountering in various geographic areas and reviews the programs which are being attempted in these areas. All reading and mathematics programs described have accomplished a month-per-month gain in students' achievements. Programs serving the children in state and local institutions reflect the recidivism rate for those students which had been reduced by one-half when they entered the program. The major categories of information studied are: (1) area of concentration, (2) goals of the programs, (3) gains made in student achievements, (4) statistics on student participation, and (5) curriculum employed. (Author/AM)

ED 133 408 UD 016 665

Vermont ESEA Title I Final Evaluation Report 1974-75.

Vermont State Dept. of Education, Montpelier.

Pub Date 75

Note—182p.

EDRS Price MF-\$0.83 HC-\$16.03 Plus Postage.

Descriptors—Criterion Referenced Tests, Elementary Secondary Education, Evaluation Methods, Federal Programs, Program Content, *Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, *Reading Achievement, *Reading Programs, Student Evaluation

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Vermont

This evaluation of reading programs funded by the Elementary and Secondary Education Act, Title I, in Vermont provided an assessment of the success of the programs. It was prepared to assist classroom teachers in improving instructional programs. The Prescriptive Reading Inventory was developed as a criterion referenced test to aid instruction. It was administered in September and May to nearly 5000 students. The results provided teachers with individual student prescriptions for instruction. Workshops were then held throughout the state to instruct teachers in the use of scoring reports and to assist them in setting up and managing an individualized instructional program. The findings of the evaluation show that growth occurred at all grade levels. Title I students in the lower grades showed greater growth on the average, than students at the higher grades. Student growth did not seem to be higher for objectives rated as having heavy instructional emphasis by teachers than for those having light emphasis objectives. (Author/AM)

ED 133 409 UD 016 666

The New York State Annual Evaluation Report for 1974-75 Fiscal Year. Section II: Achievement Summary. Elementary and Secondary Education Act of 1965, Title I.

New York State Education Dept., Albany. Bureau of School Programs Evaluation.

Pub Date 75

Note—130p.; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Bilingual Education, Elementary Secondary Education, English (Second Language), *Evaluation Methods, Federal Programs, Mathematics, Performance Factors, *Program Content, *Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, Reading Achievement, Remedial Instruction, Student Evaluation
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *New York

This report presents a description of the Title I Elementary and Secondary Education Act program in New York State. The report describes the evaluation of programs in reading, mathematics and bilingual education. The project participants were 150,000 Upstate New York children and 150,000 New York City children. Among the findings of the report are the following: the group means for Upstate and New York City children were found to be significantly different and positively related to pretest and posttest distribution in reading and mathematics skills after exposure to Title I services. Approximately 73 upstate and 8,000 New York City non-English or limited English speaking pupils showed improvement beyond their performance at the outset of the projects in English language fluency. About 12,000 bilingual students from both Upstate and New York City demonstrated an increase in their capacity to read English. Moreover, 1,000 Spanish-dominant students increased in their capacity to read Spanish. There were also gains in remedial reading and remedial mathematics for both Upstate and New York City children. (Author/AM)

ED 133 410 UD 016 667

Cheuvront, Robert F.

Colorado Annual Evaluation Report. The Elementary and Secondary Education Act, Title I. Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Pub Date Nov 76

Note—160p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, Elementary Secondary Education, *Evaluation Methods, *Federal Programs, Performance Criteria, Performance Factors, Program Content, *Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, Psychomotor Objectives, Reading Achievement, Student Evaluation
Identifiers—*Colorado, *Elementary Secondary Education Act Title I, ESEA Title I

This Elementary and Secondary Education Act, Title I, Evaluation Report outlines the instructional programs provided for educationally deprived students in Colorado. Handicapped and bilingual students were also served by the program. A total of 1469 students from kindergarten through senior high participated in the program. Programs were implemented to fulfill cognitive objectives (reading, mathematics), psychomotor objectives (motoric skills, perceptual skills), and affective objectives (attitudes, beliefs and feelings about self, attitudes toward others). The evaluation report provides background information about the organization of the Colorado schools, the administration and staffing of the programs and all the procedures and activities performed as part of the evaluation program including tests, test results and analysis of test and program results. (JM)

ED 133 411 UD 016 672

Tumin, Melvin M., Ed. Plotch, Walter, Ed.
Pluralism in a Democratic Society.
Spons Agency—B'nai B'rith, New York, N.Y.
Anti-Defamation League.
Pub Date 77

Note—248p.; Praeger Special Studies in U.S. Economic, Social, and Political Issues Series
Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$4.95, paper)
Document Not Available from EDRS.

Descriptors—Anthologies, Childhood Attitudes, Cognitive Development, *Cultural Pluralism, *Curriculum Development, *Ethnic Groups, Ethnic Studies, *Intergroup Relations, Political Influences, Political Socialization, *Psychological Patterns, Psychological Studies, Social Discrimination, Social Influences, Social Structure
A conference on Pluralism in a Democratic Society: An Interdisciplinary Inquiry into its Meaning and Educational Uses, was held in April 1975 in New York. The goals of this conference were: (1) to clearly define cultural pluralism; and (2) to find the best ways of teaching and learning about cultural pluralism in the classroom. The papers that emerged from that conference form the body of this book. The book is divided into three sections. Part One, "A Search for Definition," includes the following papers: "Cultural Pluralism: The Social Aspect," Nathan Glazer; "Cultural Pluralism for Individuals: A Social Vision," Michael Novak; and, "Political Life and Cultural Pluralism," David E. Apter. Part Two, "Psychological Background," includes the following papers: "Political Socialization Research and Respect for Ethnic Diversity," Judith V. Torney and Charles A. Tesconi, Jr.; "Respect for Persons and Ethnic Prejudice in Childhood: A Cognitive-Developmental Description," Florence B.H. Davidson; and, "Child Development and Respect for Cultural Diversity," Irving E. Sigel and James E. Johnson. Part Three, "Curriculum Development," includes two papers: "Cultural Pluralism: Implications for Curriculum," Mari-Luci Jaramillo; and, "Cultural Pluralism: Implications for Curriculum Reform," James A. Banks. (JM)

ED 133 412 UD 016 678

Crocker, Stephen And Others
Title IV of the Civil Rights Act of 1964: A Review of Program Operations. Executive Summary.
Rand Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RC-R-1901/1-HEW

Pub Date Aug 76

Contract—OEC-0-74-9262

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agency Role, *Federal Programs, Integration Studies, Negro Education, *Program Coordination, Program Evaluation, Program Improvement, *Racial Integration, *School Integration, State Agencies, *Summative Evaluation

Identifiers—*Civil Rights Act 1964 Title IV

This report highlights the major findings and recommendations of four Title IV-funded agencies which provide racial desegregation services; the General Assistance Centers, the State Educational Agencies, the Training Agencies, the Training Institutes, and the Local Education Agencies. The study is based on a statistical analysis of responses to mail questionnaires from 140 Title IV projects, from site visits to school districts served, and from interview data. The first three

agencies cited are compared to each other, while the last is treated separately. Two key variables that affect service delivery from the regional offices and projects are explained. These are: commitment (amenability to desegregation), the relationship to the institution at which the project is located, and, for GAC's, organizational characteristics. The final section analyzes the context in which the programs as a whole operate, and suggests some ways in which Title IV can be strengthened. (Author/AM)

ED 133 413 UD 016 679

Crocker, Stephen And Others
Title IV of the Civil Rights Act of 1964: A Review of Program Operations.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—RC-R-1901/2-HEW

Pub Date Aug 76

Contract—OEC-0-74-9262

Note—166p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Agency Role, Federal Programs, Government Role, Integration Studies, Negro Education, *Program Coordination, *Program Effectiveness, Program Evaluation, *Program Improvement, *Racial Integration, *School Integration, State Agencies, *Summative Evaluation

Identifiers—*Civil Rights Act 1964 Title IV

This descriptive and evaluative report documents four Title IV-funded agencies that deal with racial desegregation services: specifically, the General Assistance Centers, the State Educational Agencies, the Training Institutes, and the Local Education Agencies. The study is based on a statistical analysis of responses to mail questionnaires from 140 Title IV projects, from site visits to school districts served by projects, and from interview data. The report reviews program operations in terms of regulations and specific limitations on Title IV assistance. The operation of each project type, the role of the regional office, and the role of the federal government are described. The major strength of these programs is that they provide assistance to school districts in varying stages of desegregation. Their major weakness is that their lack of specificity dilutes the benefits, both for districts receiving services and for the agencies delivering them. Recommendations for program improvements are made. (Author/AM)

ED 133 414 UD 016 682

Jones, Allan P. And others
Black-White Differences in Work Environment Perceptions and Job Satisfaction and its Correlates.

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Naval Medical Research and Development Command, Bethesda, Md.; Office of Naval Research, Washington, D.C.

Report No.—ONR-76-RR042-08-01 NR170-743

Pub Date Sep 76

Contract—MPN03.08-3014; N00014-72-A-0179-0001

Note—26p.; To be published in "Personnel Psychology," 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Caucasian Race, *Comparative Analysis, *Enlisted Personnel, *Job Satisfaction, Negro Attitudes, *Negroes, Participant Satisfaction, *Racial Differences, Work Attitudes

One hundred and sixty-six Black and 1,451 White sailors assigned to the same shipboard divisions were compared on job satisfaction. Differences in satisfaction were explored with regard to two hypothesized sources—differences in individual needs and differences in work conditions. Individual perceptions of the work environment were measured by a 145-item psychological climate questionnaire developed for this study. In addition to psychological climate, items were included to measure individual need strength and satisfaction regarding various job-related areas such as pay, social needs, etc. Comparisons on various individual and background measures indicated that Blacks tended to be slightly older, and to have lived in larger cities and smaller houses. Blacks reported higher scores on self-esteem. Blacks and whites were similar in job-related attitudes. The hypothesis that differences in

satisfaction and other work-related attitudes reflected different work conditions was not supported in terms of perceptions of climate. There was more support regarding differences in need strength. (Author/AM)

ED 133 415 UD 016 685

Rogers, Tommy W.
The Extent and Distribution of Poverty in Mississippi.

Office of Human Resources and Community Services, Jackson, Miss.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date Jun 76

Note—335p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Census Figures, Education, Employment, Family Characteristics, Health, Individual Characteristics, Low Income, *Low Income Groups, *Low Income States, Nutrition, Occupations, *Poverty Research, Rural Areas, *Southern States, *Statistical Data

Identifiers—*Mississippi

Statistical and descriptive data are used to analyze the location, incidence, characteristics and general dimensions of poverty in Mississippi. The following areas are examined: Mississippi's population structure, the development of public concern with anti-poverty measures and the State's economic structure in terms of its income sources and its labor force. The paper identifies major characteristics and problems of the poor which are apparent from the study of the census data and other available materials. These include family composition, family size, nutrition, health, income, and education. Extensive statistical detail is found in the two appendices. (Author/AM)

ED 133 416 UD 016 697

Toward Reflective Analysis of Black Families.
Final Report.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Nov 76

Grant—OHD-W-252

Note—106p.; Parts of this document may not be clearly legible due to the print quality of the original

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Black Community, *Conceptual Schemes, Demography, *Family (Sociological Unit), Family Life, Models, Negro Culture, *Negroes, *Negro Institutions, Negro Role, *Research Methodology, *Socialization

This report contains a description of the Atlanta University School of Social Work's research project, "Toward Reflective Analysis of Black Families." Among the goals of the one-year research project were the following: to compile a 94-page review of significant books for the study of black family life, to create a research/study group composed of five investigators to develop frameworks for analyzing Black family socialization, to develop a manuscript to identify this group's own analytical framework for the socialization of black families reflecting the realities of black family life in America, and to hold an Atlanta Invitational Symposium. This report includes the specially prepared manuscript, which provides the following information: demographic characteristics of the black population, a review of black family studies in the U.S., a delineation of an analytical frame of reference for developing a reflective and analytical theory of black family socialization, and comments and critiques of the symposium panelists. (Author/AM)

ED 133 417 UD 016 710

Nebraska State Department of Education Annual Evaluation Report-1975.

Nebraska State Dept. of Education, Lincoln.

Pub Date 75

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Compensatory Education Programs, Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, In-service Programs, *Mathematics, Parent Participation, Program Effectiveness, *Program Evaluation, Public Schools, Reading Achievement, *Reading Programs, School Integration
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, *Nebraska

A description and evaluation of components of Elementary and Secondary Education Act (ESEA) Title I-funded projects for the state of

Nebraska is presented in this document. The Omaha Nebraska Public Schools have a very comprehensive ESEA Title I program and their data is presented separately. In all projects, major emphasis was placed on reading and mathematics activities. Parent Advisory Councils were an important part of these Title I programs. One exam-

ple of excellent parental involvement was at North Platte, where parents adopted the use of an ESEA Title III "packet program" in which packets were given to the parents to be used at home with their pre-school children. These packets supplemented the classes that the chil-

dren attended and contained materials parents could use to help their children attain various skills. Inservice teacher education was another important element of Title I programs in Nebraska and was provided for teachers, aides, administrators and staff. (Author/AM)



Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

Ability

Intrinsic Motivation and Its Determinants as Factors Enhancing the Prediction of Job Performance from Ability. Research Report No. 11.

ED 133 336

Abstracting

The Planning of Indexing and Abstracting Services in the Social Sciences. Coverage, Overlap and Content.

ED 132 971

Abstract Reasoning

Critical Thinking and Reasoning; A Handbook for Teachers. A Project Search Development.

ED 132 603

Abstracts

Investigations in Mathematics Education, Vol. 9 No. 3.

ED 133 236

Swedish Behavioural Science Research Reports. (Beteendevetenskapliga Rapporter. 1975/76.)

ED 133 321

Academic Achievement

1974-75 Evaluation of Project Components. Elementary and Secondary Education Act Title I--Hawaii District. Report No. 146.

ED 133 394

Academic Achievement of Students Before and During Placement in Classes for the Educationally Handicapped.

ED 132 754

Beginning Teacher Evaluation Study: Research Design for Phase 2.

ED 133 370

A Comparative Study of a Traditional Lecture Method and a Group-Paced, Multimedia, Non-Lecture Method used in Teaching College Biology.

ED 133 026

A Comparison of Grade Achievement of Students Using a Programmed Mathematics Text Versus Students Using a Traditional Mathematics Text.

ED 133 034

Data Collection Instruments and Guidelines Developed for Project LONGSTEP.

ED 133 369

The Effect of Behavioral Objectives and Tolerance of Ambiguity on Achievement in English Skills.

ED 132 598//

Entrance Age to Kindergarten and First Grade: Its Effect on Cognitive and Affective Development of Students.

ED 133 050

Evaluation and Motivation: A Critical Analysis.

ED 133 354

Evaluation of Project Inspire: Title III Evaluation Project. Final Report.

ED 133 088

Evaluation of the Knox County Extended School Year Program. Final Report.

ED 132 703

A Handbook of Educational Indicators. A Staff Report.

ED 132 696

The Impact of Education on Income Distribution.

ED 132 680

Income Distribution Over Educational Levels: A Simple Model.

ED 132 681

An In-Depth Study of Emergency School Aid Act (ESAA) Schools: 1974-1975.

ED 133 361

Learning to Learn: An Effective Model for Early Childhood Education.

ED 132 473//

Productivity of Schools: Conceptual and Methodological Frameworks for Research. Report No. 218.

ED 133 316

The Question of Class Size. Info-Item Educators Digest/No. 2040.

ED 133 325

Raising Academic Motivation in Lower Class Adolescents: A Convergence of Two Research Traditions. Discussion Papers 75-70.

ED 133 396

The Relationship Between the Home and School in Influencing the Learning of Children.

ED 133 073

The Relationships Between Student Evaluation of Teaching, Student Achievement and Student Perception of Teacher Effectiveness.

ED 133 314

The Second Year of Emergency School Aid Act (ESAA) Implementation.

ED 133 362

Selection and Allocation Within Schools: Some Causes and Consequences of Curriculum Placement. Report No. 213.

ED 132 737

Senior Survey. Results of the College Student Questionnaire Part II.

ED 132 953

Student Success, Student Characteristics, and Method of Instruction: A Summary of Research and New Findings.

ED 132 641

Academically Handicapped

Student Attrition and Program Effectiveness.

ED 132 988

Academic Freedom

UNESCO and the Academic Community: A Case Study.

ED 133 264

Academic Rank (Professional)

The Merger Process as Perceived by Male and Female Physical Educators.

ED 133 298

Academic Standards

A Proposed System for Nursing. Theoretical Framework, Part 2. Pathways to Practice, Vol. 4.

ED 132 293

Regional Accreditation. A Report in Response to SR 1976-230.

ED 132 950

Academy Conference

History of Academy Conference, 1926-1970.

ED 133 233

Accents

Attitudes toward Accented English.

ED 132 843

Accountability

Who Wants Outcome Measures and Why Do They Want Them?

ED 132 922

Accounting

Job Tasks of the Beginning Accounting and Bookkeeping Worker Compared with the Content of the High School Accounting and Bookkeeping Curriculum.

ED 132 282

Accreditation (Institutions)

Accreditation and Institutional Eligibility. ERIC/Higher Education Research Report No. 9.

ED 132 919

Principles and Standards for Accrediting Elementary and Secondary Schools: and List of Approved Courses--Grades 7-12. Revised.

ED 132 647

Regional Accreditation. A Report in Response to SR 1976-230.

ED 132 950

Acculturation

Moving toward Cultural Pluralism, Part I: The Process of Enculturation.

ED 133 263

Achievement

Vocational Choices of Selected Working Women and Holland's Theory.

ED 132 455

Women in 1975. Transmitted to the President, March 1976.

- ED 133 266
- Achievement Gains**
1974-75 Evaluation of Project Components. Elementary and Secondary Education Act Title I-Hawaii District. Report No. 146.
ED 133 394
Tables for Posttest Prediction Using Six-Step Historical Regression Procedure.
ED 133 357
- Achievement Rating**
Perceptions of High and Low Verbal Participants.
ED 132 449
- Achievement Tests**
Assessment of Cognitive Behavioral Objectives: An Essential Step in Curriculum Development and Change.
ED 132 456
A Comparison of Objective-Based and Modified-Bormuth Item Writing Techniques.
ED 133 332
Regents External Degrees. College Proficiency Examinations.
ED 132 930
Testing for Restricted Enrollment Programs [with Addendum].
ED 133 006
- ACTION**
ACTION. Annual report. 1975.
ED 132 308
- Action Programs (Community)**
Facts for a Change: Citizen Action Research for Better Schools.
ED 132 713
- Action Research**
Collecting Evidence: A Layman's Guide to Participant Observation.
ED 132 715
Facts for a Change: Citizen Action Research for Better Schools.
ED 132 713
- Activities**
Parenting as a Model for Infant Education: Implications for Curriculum.
ED 132 820
- Activities Directors**
College Activities in the 70's.
ED 132 457
- Activity Units**
A Curriculum Guide for Adult Educators Based on the Adult Performance Level Study.
ED 132 360
Leather Work.
ED 132 271
Patchwork Quilts.
ED 132 270
Pottery.
ED 132 269
Weaving.
ED 132 268
- Adaptation Level Theory**
Technology and Education: Non-prioritized Technology in an Adaptive Society: A Sociopolitical View. An Occasional Paper on Man/Society/Technology.
ED 133 279
- Adapted Physical Education**
Motor Fitness Testing Manual for the Moderately Mentally Retarded.
ED 132 808
- Adjustment Problems**
Childhood Bereavement and Behavior Disorders: A Critical Review.
ED 132 446
- Administrative Organization**
College Organization and Student Impact. Perceptions of Organization in the Residential College.
ED 132 939
Organizing a Regional Office Resource Center for Educational Personnel.
ED 133 300
Study of Current Practices in Wisconsin High Schools.
ED 132 698
Vocational Education Curriculum Specialist (VECS). Module 4: Organization of Vocational Education. Study Guide. (Teaching/Learning Module).
ED 132 666
- Administrative Personnel**
Administrative Representation.
ED 132 675
Administrators as Educators. Proceedings of a National Conference for Administrators of University Affiliated Facilities (Phoenix, Arizona, February 23-25, 1976).
ED 132 369
Comparative Influences of Political, Cost/Benefit, and Statistical Evaluation Information on Administrative Decision Making.
ED 132 669
A Comparison of Background Profiles, Career Expectations and Career Aspirations of Men and Women Public School Administrators.
ED 132 735//
The Emerging Role of Women in Management: A Bibliography.
ED 132 490
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266
Women in Educational Leadership: A Trend Discussion. Trends in Education Series.
ED 132 719
- Administrative Policy**
An Analysis of Perceptions, Policies, and Procedures of Elementary School Administrators Relative to Reading Instruction, Evaluation, and Program Development in Selected Schools in Wyoming.
ED 132 553//
Development of an Admission Policy for the Registered Nurse in a Baccalaureate Program of Nursing. The Educational Policy System.
ED 132 946
Equal Educational Opportunity Resource Handbook.
ED 132 371
Procedure for New Course Development and Course Approval.
ED 133 007
Refining the Career Education Concept. Monographs on Career Education.
ED 132 427
- Administrator Attitudes**
An Analysis of Perceptions, Policies, and Procedures of Elementary School Administrators Relative to Reading Instruction, Evaluation, and Program Development in Selected Schools in Wyoming.
ED 132 553//
- Administrator Education**
Administrators as Educators. Proceedings of a National Conference for Administrators of University Affiliated Facilities (Phoenix, Arizona, February 23-25, 1976).
ED 132 369
The Educational Backgrounds of State Executives: A Study of Postsecondary Educational Patterns of State Elites. Report and Recommendations.
ED 132 895
Vocational Education Curriculum Specialist (VECS). Installation Guide. Instructor/Administrator Guide.
ED 132 376
- Administrator Evaluation**
An Analysis of Perceptions, Policies, and Procedures of Elementary School Administrators Relative to Reading Instruction, Evaluation, and Program Development in Selected Schools in Wyoming.
ED 132 553//
A Handbook for the Evaluation of Classroom Teachers and School Principals.
ED 133 371
- Administrator Guides**
An Administrator's Guide to Evaluation in Local School Districts. Final Report.
ED 133 374
Guidelines for School Personnel: Certification, Allocations, and Records.
ED 132 648
Recommended Procedures for Selecting and Working with an Assisting Agency. Advanced Institutional Development Program (AIDP) Two-year College Consortium, Vol. II, No. 1.
ED 133 020
- Administrator Qualifications**
Organization for Direction and Coordination of Occupational Education. Final Report.
ED 132 406
- Administrator Role**
An Administrator's Guide to Evaluation in Local School Districts. Final Report.
ED 133 374
Deans of Instruction and Faculty Development in Four Small Rural Junior Colleges in Texas.
ED 133 037
Group Practice Administration: Current and Future Roles. Final Report.
ED 132 266
The Reading Consultant as Change Agent.
ED 132 536
- Admission (School)**
Graduate Student Admissions Survey, 1975. Report No. 1-76.
ED 132 905
- Admission Criteria**
Admissions and Financial Aid Information for Maryland's Public and Private Postsecondary Educational Institutions.
ED 132 907
Development of an Admission Policy for the Registered Nurse in a Baccalaureate Program of Nursing. The Educational Policy System.
ED 132 946
Testing for Restricted Enrollment Programs [with Addendum].
ED 133 006
- Adolescent Literature**
Michael Naranjo, The Story of an American Indian.
ED 133 138//
William Beltz, The Story of a Native Indian.
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- Adolescents**
Adolescent and Parent: Interaction between Developmental Stages.
ED 133 283
Adolescent Prejudice: A Commentary.
ED 133 402
Attitudes of Youth Toward Military Service in the All-Volunteer Force: Results from National Surveys Conducted Between May 1971 and November 1973. Consulting Report.
ED 133 351
Evaluative Research of a Community-Based Probation Program.
ED 132 497//
A Study of Alcohol Abuse Among Runaway Youth and Their Families. Survey of Alcohol Related Problems Among Runaway Youth Seen in Runaway Centers.
ED 132 481
- Adoption (Ideas)**
A New Style of Federal Aid for Elementary and Secondary Education.
ED 132 728//
- Adult Basic Education**
Adult Basic Education Career Development Center in the Newark Model Cities Area, for the Period Ending December 31, 1974. Final Report.
ED 133 027
Adult Basic Education Teacher Survey, 1975.
ED 132 257
A Curriculum Guide for Adult Educators Based on the Adult Performance Level Study.
ED 132 360
Evaluation of 1975-76 Vocational and Basic Education Programs in the Eight Pennsylvania State Correctional Institutions.
ED 132 388
Impressions and Perspectives on the Education of Adults in India by Some American Adult Educators.
ED 132 254
The Nature of Higher Education's Response to ABE Staff Development in the Southeast, 1969-1974: An Examination of Off-Campus Course Activity.
ED 132 258
- Adult Education**
Adult Education Occasional Papers. Volume 3. October 1976.
ED 132 431
An Annotated Bibliography of Adult ESL Instructional Materials.
ED 132 389
Facilitating Learning with Adults: What Ralph Tyler Says.
ED 132 289

A Guide for the Development of an External Associate of Arts Degree Program in General Education, Florida Junior College at Jacksonville.

ED 133 014

Impressions and Perspectives on the Education of Adults in India by Some American Adult Educators.

ED 132 254

From Rhetoric to Reality. Proceedings of the Annual Midwinter Conference for Adult Education in Pennsylvania. (11th, February 19-22, 1976).

ED 132 294

In Support of Lifelong Learning. A Report to the Connecticut Commission for Higher Education by a Resource Group on Continuing Education and Community Service.

ED 132 885

Adult Education Programs

The Adult Performance Level Program: A Serious and Deliberate Examination.

ED 132 350

Adult Educators

Adult Basic Education Career Development Center in the Newark Model Cities Area, for the Period Ending December 31, 1974. Final Report.

ED 133 027

Adult Learning

Learning How to Learn in Adult Education. Information Series No. 10.

ED 132 245

Adult Literacy

Meeting on Literacy Training, Berlin (West). Final Report. July 11-17, 1975.

ED 132 288

Adult Performance Level Program

The Adult Performance Level Program: A Serious and Deliberate Examination.

ED 132 350

Adult Reading Programs

Preparing and Selecting Printed Educational Materials for Adult New Readers. Information Series No. 9.

ED 132 244

Adult Students

Adult Counseling Project.

ED 132 281

Evaluation of a Course by Newspaper ("In Search of the American Dream").

ED 132 903

A National Strategy for Lifelong Learning. Remarks Prepared for the Dialogue on Lifelong Learning.

ED 132 951

Adult Vocational Education

From Rhetoric to Reality. Proceedings of the Annual Midwinter Conference for Adult Education in Pennsylvania. (11th, February 19-22, 1976).

ED 132 294

Advisory Committees

Clarifying the Federal Role by Strengthening the Intergovernmental System.

ED 132 727//

Report No. 94 of the Task Force on State, Institutional and Federal Responsibilities in Providing Postsecondary Educational Opportunity to Service Personnel. Final Report and Recommendations.

ED 132 906

Student Advisory Committees in Minneapolis Public Secondary Schools Participating in the 1974-75 Emergency School Aid Act Project. Report No. C-74-71.

ED 133 382

Aerographers

Aerographer's Mate 3 & 2. Rate Training Manual and Nonresident Career Course.

ED 132 310

Aesthetic Education

The Aesthetic Eye Project. Appendix. Final Report.

ED 133 287

The Aesthetic Eye Project. Final Report.

ED 133 286

Aesthetic Eye Project

The Aesthetic Eye Project. Appendix. Final Report.

ED 133 287

The Aesthetic Eye Project. Final Report.

ED 133 286

Affective Behavior

Developing Instructional Objectives for Humanities Programs. A Project Search Development: The Humanities Series.

ED 133 312

System Wide Analysis of Social Interaction and Affective Problems in Schools; Part 1: Multiple Needs Assessment in the Elementary School; Part 2: A Model for Policy Making.

ED 132 467

Affective Objectives

Affective Approaches to Career Education. Project Report.

ED 132 397

Effects of Affective Education Through Developmental Guidance Services: A One-Year Study.

ED 133 077

Motivation, Communication, and Affect: Facilitating English Language Growth Through the Use of Fantasy.

ED 132 837

Social Studies Simulations and Attitudinal Change: The Research Findings.

ED 133 251

Affirmative Action

Affirmative Action in Higher Education.

ED 132 904

The Effects of Age, Tenure Status, Salary Status and Degree Status on the Responses of College Level Physical Educators to Questions Regarding the Merger Process.

ED 133 299

Keeping Up with Title IX. ERIC/Higher Education Research Currents.

ED 132 910

Locating, Recruiting, and Employing Women: An Equal Opportunity Approach.

ED 132 240//

Sex Discrimination in Education: Access to Postsecondary Education. Executive Summary.

ED 132 967

African American Studies

Learning More about Black Americans. An Instructional Unit for the Upper Elementary Grades.

ED 133 272

African Culture

The Initiation Experience: Recognition of Adulthood [And] When Does a Child Become a Man/Woman? Mini-Module.

ED 133 244

African Languages

An Ka Bamanankan Kalan: Intermediate Bambara.

ED 132 856

Spoken Dagbani for Non-Dagbani Beginners.

ED 132 862

After School Programs

Where Do the Children Play? A Manual for Latch Key Child Development Programs.

ED 133 089//

Age

Comparative Characteristic of Job Mobility and Job Career of Different Demographic Groups in Rural Population.

ED 133 102

Age Differences

Entrance Age to Kindergarten and First Grade: Its Effect on Cognitive and Affective Development of Students.

ED 133 050

Agency Role

Children in Long Term Care--Their Experiences and Progress.

ED 132 762

Making Public Employment a Model of Equal Opportunity. A Report of the Proceedings of Regional Civil Rights Conference sponsored by the U.S. Commission on Civil Rights (2nd, Boston, Massachusetts, September 22 - 24, 1974).

ED 133 391

Maryland State Board for Community Colleges Self-Study; Compiled in Accordance with the Manual Developed for the National Council of State Directors of Community/Junior Colleges.

ED 133 001

State Budgeting for Higher Education: Interagency Conflict and Consensus.

ED 132 940

Title IV of the Civil Rights Act of 1964: A Review of Program Operations. Executive Summary.

ED 133 412

Agenda Setting

Agenda-Setting Research; A Bibliographic Essay.

ED 132 575

The Utility of the Concept of Agenda-Setting and Implications for Political Communication.

ED 132 621

Aggression

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NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

DESCRIPTORS

ADVANCE ORGANIZERS Mar. 1977
SN Preview questions and comments used to increase learners' comprehension and recall.

ADVENTITIOUSLY HANDICAPPED Sep. 1975
SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION Nov. 1975
SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES Mar. 1976
SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ANDROGYNY Mar. 1977
SN Integration of male and female characteristics (roles, behaviors, personality traits, biological traits, etc.).

Animal Life
USE ZOOLOGY

ASSERTIVENESS Mar. 1977
SN Frank, honest, and direct expression of one's feelings or opinions, both positive and negative.
UF Assertive Training

ATHAPASCAN LANGUAGES Sep. 1975
UF Athabascan Languages

ATTRIBUTION THEORY Oct. 1976
SN Theory focusing on specific behavior as caused by the subject's attributions to the perceived causes of such behavior.
UF Causal Attributions

AUTEURISM May 1976
SN The consideration of films as embodiments of the personalities of film directors.

Bicultural Training
USE CROSS CULTURAL TRAINING

Birth Defects
USE ANOMALIES

BUILDING SYSTEMS Dec. 1976
SN Assemblies of building subsystems and components (structural and mechanical), with instructions for putting them together; normally these components are mass-produced and used for specific generic projects in building construction.

CAREER EXPLORATION Sep. 1975
SN Investigating occupational interest areas often through real or simulated job experience-frequently refers to the second phase of career education appropriate for grades 6 through 10.

CHILDRENS TELEVISION Dec. 1976
SN Television programing designed for or aimed at children's interests.

Cinema
USE FILMS

COGNITIVE STYLE Oct. 1976
SN Information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving.
UF Learning Style

COHORT ANALYSIS Dec. 1976
SN Group by group analytic treatment of individuals having a statistical factor in common to each group-group members share a particular characteristic (e.g., born, married, etc. within a given year) or a common experience (e.g., entering a particular training phase at a given time).

COLLEGE GOVERNING COUNCILS Dec. 1976
SN Organizations of representatives of faculty, and sometimes administrators and students, that consider administrative, academic, or operational policies of the institution.
UF Academic Senates
Faculty Councils
Faculty Senates
University Councils
University Senates

COMMUNICATIVE COMPETENCE (LANGUAGES) Jul. 1976
SN The ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form.

Competencies
USE SKILLS

Component Building Systems (Del Dec76)
USE BUILDING SYSTEMS

CONGENITALLY HANDICAPPED Sep. 1975
SN Handicapped at birth.

CONSUMER PROTECTION Dec. 1975
SN Methods or processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS Feb. 1976
SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction--designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.
UF CEU

Continuing Professional Education
USE PROFESSIONAL CONTINUING EDUCATION

Culturally Deprived Children
USE CULTURALLY DISADVANTAGED (AND) DISADVANTAGED YOUTH

DECLINING ENROLLMENT Dec. 1976
SN Diminishing numbers of students in educational institutions.

DELAY OF GRATIFICATION Oct. 1976
SN The self-imposed delay of reinforcement or voluntary deferment of reward.

DEVELOPMENTAL STAGES Oct. 1976
SN Natural or common divisions of the human developmental process, characterized by types of behavior (as in the oral stage), by biological properties or manifestations (as in the embryonic stage), or by mental processes (as in Piaget's "Concrete Operations" stage).
UF Stages of Development
Stage Theory

DISCOGRAPHIES Feb. 1976
SN Organized lists of phonograph records.
UF Phonograph Record Lists

DIVORCE Feb. 1976
SN The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES Mar. 1976
SN Degrees emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS Sep. 1975
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

Educational Equality (Del Dec76)
USE EQUAL EDUCATION

EDUCATIONAL GERONTOLOGY Jul. 1976
SN Study and practice of educational endeavors for and about the aged and aging, and preparation of persons to work with these groups.

Enlisted Men (Del May76)
USE ENLISTED PERSONNEL

ENLISTED PERSONNEL May 1976

Enlisted Women
USE ENLISTED PERSONNEL

Equity (Impartiality)
USE JUSTICE

ERROR ANALYSIS (LANGUAGE)

Mar. 1977
SN In language teaching and testing, a technique of measuring progress and of devising teaching methods by recording and classifying the mistakes made by students; in linguistics, the observation of errors in the speech process as a means of understanding the phonological and semantic components of language, interactional processes, and speakers' discourse strategies.

ESKIMO ALEUT LANGUAGES Sep. 1975
UF Aleut

Exemplary Programs
USE DEMONSTRATION PROGRAMS

Exemplary Projects
USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS May 1976
SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

Faculty Advancement
USE FACULTY PROMOTION

Faculty Load
USE FACULTY WORKLOAD

FACULTY WORKLOAD Oct. 1976
SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct. 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).

FIELD HOCKEY Dec. 1975

FILM CRITICISM May 1976
SN Act and art of analyzing and judging the quality of films.

FILMOGRAPHIES May 1976
SN Lists of films, sometimes including other media and/or commentary.
UF Film Lists

Folklore
USE FOLK CULTURE

FOOTBALL Dec. 1975

Foreign Relations (Del Jul76)
USE INTERNATIONAL RELATIONS

Freedom of the Press
USE FREEDOM OF SPEECH

GERONTOLOGY Jul. 1976
SN Scientific study of aging and problems of the aged.

GRADUATE MEDICAL EDUCATION Jul. 1976
SN Medical education beyond the undergraduate medical school and the attainment of the professional degree, leading to eligibility for certification in a specialty.
UF Internships (Medical)
Residency Programs (Medical)

GRADUATE MEDICAL STUDENTS Jul. 1976
SN Graduates of medical schools with professional degrees preparing for certification as specialists.
UF Fellows (Medical)
Interns (Medical)
Physicians in Training
Residents (Medical)

HAWAIIANS Mar. 1976
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

HEAT RECOVERY Oct. 1976
SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.

HYPERTENSION Nov. 1975
UF High Blood Pressure

ILLEGAL IMMIGRANTS Mar. 1976
SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.
UF Alien Illegality
Illegal Aliens
Immigrant Illegality

INCOME CONTINGENT LOANS Jul. 1976
SN Loans for which repayment is based on a percentage of future annual income.
UF Deferred Tuition
Tuition Postponement

INDOCHINESE Mar. 1976
UF Cambodian Americans
Laotian Americans
Vietnamese Americans

Information Processes (Psychological)
USE COGNITIVE PROCESSES

Institutionalized (Persons) (Del May76)
USE INSTITUTIONALIZED PERSONS

INSTITUTIONALIZED PERSONS May 1976

INSTRUCTIONAL STUDENT COSTS Dec. 1975
SN Costs incurred by students for formal instruction--includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

INTERNATIONAL EDUCATIONAL EXCHANGE Jul. 1976
SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.

INTERNATIONAL RELATIONS Jul. 1976
SN Relations among political units of national rank--also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.

INTERNATIONAL STUDIES Jul. 1976
SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics--commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."

JOB ENRICHMENT Feb. 1976
SN Reshaping of work and work flow to produce more meaningful job content.
UF Work Enrichment

JOB SEARCH METHODS Dec. 1976
SN Procedures preceding job application whereby employment opportunities are determined.

JOURNALISM EDUCATION Mar. 1977
SN Preparing students to pursue careers or work in journalism as writers, reporters, broadcasters, technicians, and teachers.

LABELING (OF PERSONS) Sep. 1975
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

Language Acquisition
USE LANGUAGE DEVELOPMENT

LANGUAGE ATTITUDES Mar. 1976
SN Reactions, beliefs, or values about language and language use.

LANGUAGE OF INSTRUCTION Mar. 1976

SN Language in which curriculum subjects are presented.

UF Instructional Language

Medium of Instruction (Language)
Teaching Language

LEARNING MODULES Oct. 1976

SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of learning activities, and provisions for evaluation, with provisions for remediation generally included.

UF Learning Kits

Learning Packages
Modular Learning

LEGAL ASSISTANTS Dec. 1976

SN Trained paraprofessionals who, under a lawyer's supervision or on legal authorization, perform certain legal activities traditionally carried out only by lawyers.

UF Paralegals

LIBRARY ADMINISTRATION Sep. 1975

UF Library Management

LIFE CYCLE COSTING Oct. 1976

SN Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.

UF Life Costs (Facilities and Equipment)

LIFETIME SPORTS Dec. 1975

SN Sports where participation can be carried on throughout one's lifetime--generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

LINGUISTIC BORROWING Oct. 1976

SN Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.

UF Loan Words

Phonological Borrowing
Syntactic Borrowing
Word Borrowing

Mainstreaming

USE REGULAR CLASS PLACEMENT

MASTERY LEARNING Dec. 1976

SN Strategy characterized by: the definition of learning objectives and expected achievement level; a design that permits as many students as possible to achieve objectives to specified level; and the assignment of grades based on achievement of objectives at specified level.

MASTERY TESTS Dec. 1976

SN Tests used to place individuals into two distinct groups: those who have clearly reached a predetermined standard of competency and those who have not.

MATE SELECTION Mar. 1977

SN Process of choosing a partner for marriage or cohabitation.

MEDICAL CARE EVALUATION Dec. 1976

SN Measurement of the quality of health care.

UF Health Care Evaluation

Medical Audit
Patient Care Evaluation

Multicultural Training

USE CROSS CULTURAL TRAINING

Multiethnic Training

USE CROSS CULTURAL TRAINING

NEEDS ASSESSMENT Feb. 1976

SN Evaluative process of determining needs and deciding on priorities among them.

Nonbook Materials

USE AUDIOVISUAL AIDS

NONINSTRUCTIONAL STUDENT COSTS Dec. 1975

SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education--includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.

Nonprint Materials

USE AUDIOVISUAL AIDS

Nonprint Media

USE AUDIOVISUAL AIDS

ORAL HISTORY Feb. 1976

SN History via recordings and transcripts of speech.

Ornamental Horticulture Occupation (Del May76)

USE ORNAMENTAL HORTICULTURE OCCUPATIONS

ORNAMENTAL HORTICULTURE OCCUPATIONS May 1976

PARAPROFESSIONAL PERSONNEL Feb. 1976

SN Persons engaged to work with professionals in secondary or supplementary capacities.

PEER EVALUATION Dec. 1976

SN Evaluation by one's peers.

UF Peer Review

PERINATAL INFLUENCES Sep. 1975

SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

PHARMACY Dec. 1976

SN The art or practice of preparing, preserving, compounding, and dispensing drugs.

Plant Life

USE BOTANY

Plays (Theatrical)

USE DRAMA

Population Movements

USE MIGRATION

Population Shifts

USE MIGRATION

PORTUGUESE AMERICANS Mar. 1976

PRETEND PLAY May 1976

SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.

UF Fantasy Play

Make Believe Play

PROGRAM VALIDATION Mar. 1977

SN Demonstration of the worth of a program in attaining its objectives, including verification of claims made for it by its sponsors (Note: Use "Program Evaluation" if validity of program is yet to be substantiated by impartial evaluator).

UF Validated Programs

PROSOCIAL BEHAVIOR May 1976

SN Socially valued or positive social actions which are generally supportive of others within the existing social system.

Prosodic Features (Speech)

USE SUPRASEGMENTALS

Prosody (Literary)

USE VERSIFICATION

RAPE Sep. 1975

UF Statutory Rape

READABILITY FORMULAS Mar. 1977

SN Devices, indexes, or methods for determining the level of difficulty of written material based on the vocabulary, sentence length and structure, and other factors.

Readings (Collections)

USE ANTHOLOGIES

REDUCTION IN FORCE Mar. 1977

SN Reduction in the total number of people employed by an organization--includes such methods as laying off personnel, creating early retirement options, transferring personnel, and not filling openings created through normal staff attrition (Note: Prior to Mar77, the instruction "Reduction in Force," use "Job Layoff" was carried in the Thesaurus).

Resegregated Schools

USE SCHOOL SEGREGATION

REVERSE DISCRIMINATION Dec. 1976

SN Preferential treatment of groups of people who had previously been discriminated against, to the exclusion of other groups.

RURAL TO URBAN MIGRATION Oct. 1976

SN Population movement from rural areas to urban areas for purpose of relocation.

SAMOAN AMERICANS Mar. 1976
 SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.
 UF American Samoans

School Employees
 USE SCHOOL PERSONNEL

School Resegregation
 USE SCHOOL SEGREGATION

Schools Within a School Plan
 USE HOUSE PLAN

Self Confidence
 USE SELF ESTEEM

SOCCER Dec. 1975

SOCIAL INDICATORS Oct. 1976
 SN Output-oriented measures of individuals and groups that reflect quality of life.

Social Science Methodology
 USE RESEARCH METHODOLOGY (AND) SOCIAL SCIENCE RESEARCH

SOCIAL SCIENCE RESEARCH Sep. 1975
 SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

SOFTBALL Dec. 1975

Sports News
 USE ATHLETICS (AND) NEWS MEDIA

Sports Reporting
 USE ATHLETICS (AND) NEWS REPORTING

STRESS (PHONOLOGY) Mar. 1976

STUDENT EVALUATION OF TEACHER PERFORMANCE May 1976
 SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.

STUDENT FINANCIAL AID Mar. 1976
 UF Student Aid

STUDENT RECRUITMENT Feb. 1976
 SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.

SYSTEMS BUILDING Dec. 1976
 SN Application of the systems approach to construction, normally resulting in the organization of programming, planning, design, financing, manufacturing, construction, and evaluation of buildings under single or highly coordinated management into an efficient total process.

TEST ITEMS Mar. 1977
 SN Questions, problems, and other items which elicit responses which can be measured as single units and related to the skill the test is measuring as a whole.

TRACK AND FIELD Dec. 1975

Universal Education (Del Dec76)
 USE EQUAL EDUCATION

Urban Immigration (Del Oct76)
 USE RURAL TO URBAN MIGRATION

URBAN TO RURAL MIGRATION Oct. 1976
 SN Population movement from urban areas to rural areas for purpose of relocation.

URBAN TO SUBURBAN MIGRATION Oct. 1976
 SN Population movement from urban areas to suburban areas for purpose of relocation.

VOLLEYBALL Dec. 1975

WELSH Sep. 1975
 SN The Celtic language of Wales.

WIDOWED Nov. 1975
 SN Widows and widowers.

WORK SAMPLE TESTS Dec. 1976
 SN Use of job tasks, either real or simulated, to ascertain the possession of needed skills for specific jobs and as diagnostic tools in the evaluation of vocational rehabilitation clients.
 UF Job Samples
 Job Sample Tests
 Work Samples

Other ERIC Products

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The National Standards Association has reprinted in one volume the Report Résumés which appeared in the first 14 issues of *Research in Education* beginning November 1966 and ending December 1967. These issues of RIE are no longer available through the Government Printing Office.

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Copies of Report Résumés are available for immediate delivery and are sent postpaid. The price is \$24.50 a copy.

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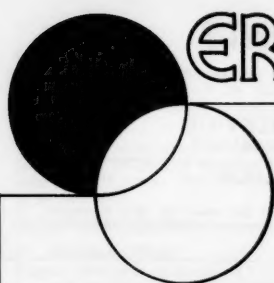
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